Schroder, O. H.
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Index to High School Journalism

Service Paper

B O S T O N U N I V E R S I T Y

SCHOOL OF EDUCATION

Service Paper

AN INDEX TO HIGH SCHOOL JOURNALISM

Submitted by

Virginia Harris Schroeder

(B.J., University of Missouri, 1943)

In partial fulfillment of requirements for the degree of Master of Education

1948

READERS

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PART I

An Introduction

STATEMENT OF PROBLEM

The purposes of this study are (1) to present a functional handbook in the form of an alphabetical index for high school journalists which may help them to improve the quality of writing in their publications and (2) to answer common questions about journalistic style and usage which may arise in the publishing of a school newspaper.

This Index is intended for practical use by high school journalists and advisers whether the newspaper is a function of the whole school or is published by a journalism class. It is not intended to be a textbook in itself nor a substitute for a dictionary. Its most profitable use should be as a supplement to a textbook or as a reference book of journalistic terms.

IMPORTANCE OF THE STUDY

Much has been written about the aims of high school journalism. This subject has been a part of the curricular and extracurricular activities of the secondary school for only a comparatively short time, but during that time, the proponents of student journalism have de-

fined numerous skills, appreciations, and attitudes which students should receive from training in journalistic writing. In looking over the material in the field, we find that the aims, though expressed perhaps in different terms, are similar in meaning. The following statements reveal this unanimity.

Hyde[1/] expresses the educational aims of student journalism in this way:

1. To use journalistic subject matter and methods to arouse interest in advanced composition courses that will be quite as valuable to future business men, plumbers, teachers, lawyers, and stenographers, as to future journalists.

2. To teach young people to read the newspaper intelligently, to discriminate in selecting newspapers, to support the better type of journalism, and to get the greatest personal benefit out of their newspaper reading.

3. To provide a try-out and perhaps the first steps for those who are thinking of the profession of journalism as a career.

Another writer[2/] says:

The school periodical enriches every phase of school life. It gives students responsibility. It encourages reading. It builds up self-respect and sound school spirit. It encourages broad leadership. It fosters the intellectual and artistic life of the school. It sponsors worthy movements. It unifies the school. It stands for alertness, goodwill, loyalty, love of truth, the use of books and constructive citizenship. It gives practise in the art of democracy and selfgovernment. It interprets the school to the pupil and the community. It

1/ Hyde, Grant M., Journalistic Writing. New York: D. Appleton-Century Company, Inc., 1946. p. vii.
2/ J.E.M., "Vitalized School Journalism" Journal of the National Education Association. May, 1935. p. 153.

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helps to establish higher ideals of community journalism. The school periodical is indispensable to the highest cultural development of the school and the community.

Still another team of writers[1] in the field see the function of the school paper as being two-fold:

Aids to the School

1. To educate the community as to the work of the school.
2. To publish school news.
3. To create and express school opinion.
4. To capitalize the achievements of the school.
5. To act as a means of unifying the school.
6. To express the idealism and reflect the spirit of the school.
7. To encourage and stimulate worth-while activities.
8. To aid in developing right standards in conduct.
9. To promote understanding of other schools.
10. To provide an outlet for student suggestions for the betterment of the school.
11. To develop better interschool relationships.
12. To increase school spirit.
13. To promote co-operation between parents and school.

Aids to the Pupil

1. To provide an opportunity for interesting writing.
2. To give students the opportunity to learn how to read newspapers.
3. To act as a stimulus to better work.
4. To develop students' powers of observation and discrimination concerning relative merits of news articles.
5. To serve as an outlet and motivation for journalistic writing.
6. To offer training in organization, business methods, commercial art, salesmanship, bookkeeping, and business management.
7. To develop qualities of co-operation, tact, accuracy, tolerance, responsibility, initiative, and leadership.

If these aims are worthwhile, though not fully realized, and are generally accepted by school admini-

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"Journalistic writing in high school is today only twenty-five years old. Its progresshas been amazing; the quality attained in school papers is remarkable. The field presents unusual opportunities, now that the first few wavering steps are past. The next step should be greater standardization and efforts to attain the educational respect that the work deserves."[1/]

The data collected by Sullivan[2/] indicate: that school administrators do not know thework of newspaper advisers; that advisers generally are untrained; that teacher-training institutions must assume responsibility for the training of teachers of journalism and of newspaper advisers; and that publications reflect the work of untrained advisers.

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Gillespie[1/] reveals that a typical high school newspaper must overcome four major difficulties: a lack of money, insufficient time to work on the paper, a poor choice of subject matter, and poor writing. On the credit side she finds that a school newspaper develops independence and initiative in the student, integrates the functions of the school, and improves the relationship between the school and the community.

JOURNALISM THESES AND TEXTBOOKS

Previous to 1934, fifty-four university and college theses were written on high school journalism and publications. The number of journalism theses reached a peak during the period of 1928 to 1930 due to the interest in extracurricular activities in general. The theses written between 1930 and 1934 indicate more emphasis on the curricular aspects of the subject in contrast to the earlier interest in publications.[2/]

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The number of textbooks on high school and college journalism is comparatively large considering the short time that this subject has been a part of the college and high school curriculum. Hyde[1/] gives an interesting picture of the growth of journalism textbooks based on his own experience as an early teacher in the field.

> In 1905 when the University of Wisconsin launched its courses in journalism. . .there were, of course, no textbooks at all. By 1910, when I began teaching, there were five or six books on the journalism teacher's desk--mainly handbooks by newspaper men. The next ten years saw the laying of a foundation for the journalist's textbook library--at least twenty-five pioneering analyses of newspaper work in general or of newspaper reporting in particular. . .almost all of them written by the pioneer teachers--Bleyer, Williams, Flint, Hyde, Martin, Ross, Harrington, Starch, Lee, Thorp, Spencer. The decade after the World War brought a great increase in the number and size of schools of journalism, resulting in the development of many specialized courses. It also brought two new types of teaching projects--the high school journalistic writing class and the non-professional or limited-professional project of smaller colleges. This was reflected in a growing series of specialized books for these newer courses, as well as the beginning of a library for the high school or small college teacher of journalism. Now after thirty years of journalism teaching, its textbooks have more than come of age and are acquiring a tone of scholarship and thoroughness not seen in the pioneer texts.

SCOPE OF STUDY

This study is the result of the writer's interest and study in the field of journalism and desire to help student journalists in their struggle to put out a worth-

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The articles included in the Index were selected on the basis of their applicability to high school journalism. The content of the Index, then, is limited to that information which is essential to the production of a high school newspaper, and emphasis is placed on achieving good writing and efficient management. Examples from student newspapers and other sources are used profusely for illustration.

This Index is not intended to take the place of any existing textbook. Rather it is an attempt to compile in one volume information which is necessary for the publication of a high school newspaper. A handbook could not possibly cover adequately the whole field of student journalism. The references used in preparing the Index should be consulted for a more intensive study of any one particular phase of high school journalism.

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PART II

A Brief Discussion of Journalistic Writing and English Composition

NEWSWRITING FAULTS

Three of the more common faults of all newswriting--professional and amateur--are "big words," too many words, and worn out words which add up to what is known as "journalese" or language of a style considered characteristic of newspaper writing. These faults are not limited to journalistic writing alone but are characteristic of all poor composition. It is important, therefore, for students to realize that a "journalistic style" does not necessarily mean an excessive use of slang, faulty construction, triteness, and wordiness.

That journalistic copy is written for immediate use is often the cause of the poor writing which is found in much professional and school journalism. But a journalist who realizes the ideals of all good composition--clarity, accuracy, and brevity--may write some of the best work which is published. Walter Lippman, the dean of American columnists, sets an ideal example of excellent writing in the journalistic field. These ideals, which are so difficult to achieve in school journalism because

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of the pressures of time and the immaturity and inexperience of the writers, must be realized if student journalism is to live up to its professed aims. Newspaper writing in the best sense of the term is "simply informal English applied to the daily recording of affairs."[1]

Perrin[2] describes "big words" as words that are not necessarily long or uncommon, "but that are big in that they are too big for their place." Words to be effective must be appropriate to the subject matter, to the reader, and to the writer.

Wordiness[3] is the use of more words than are needed to convey one's ideas accurately and fully which results in flabby writing.

Some of these faults--ponderous phraseology, "big words," and triteness--are found in the following paragraphs:

> Heralded by the clarion call of Jack Wilson's ace trumpeter, Student Council President John Jones stepped to the microphone at the Christmas formal last Friday evening to present the traditional bouquet of roses award to the "girl we would most like to find in our Christmas stocking." It came as a sparkling and happy surprise to the assembled gathering to learn that this year's award would go

1/ Perrin, op. cit., p. 405.
2/ Ibid., p. 95.
3/ Ibid., p. 636.

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Miss Pringle graciously responded with a brief few words in which she thanked the group, but averred that Christmas morning would find her not in a stocking, but in a warm bed.

Sports writing--professional and amateur--is a fertile field for these faults.

Reporting the Notre Dame-Army game in the November 9th edition of The Boston Sunday Herald, Bill Cunningham presaged that at least one hundred of the one hundred and fifty writers covering the encounter (game) would make some mention of (mention) the idea that Knute Rockne must have had a happy day in his Valhalla. It could hardly have been to do Mr. C. a favor that Colonel Dave Egan of the Daily Record burgeoned forth with this. . . .

Or from The Boston Herald:

But now I've had a night's sleep, and here we go again, although, I'd just as soon get an early start on those deadlines for a while. I really get a kick out of writing under the guns, (deadlines) which is why nocturnal pugilism of major classification (a major night boxing match) has always been my favorite form of journalistic exercise (writing).

Triteness is another characteristic of journalese. Frank Sullivan[1/] in the New Yorker pokes fun at the worn out expressions which so frequently appear in journalistic writing in an interview with Mr. Arbuthnot, the cliche expert.

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Q- Mr. A, when you write a story for a newspaper in your capacity--
A- Pardon me, Mr. Dewey. My official capacity.
Q- To be sure. In your official capacity as a cliche expert, from what kind of source do you get your information?
A- Persistent but unconfirmed.
Q- When a parade takes place, what do flags do?
A- Flags flutter.
Q- And what kind of steeds are in the parade?
A- Prancing steeds.
Q- What kind of scene is it?
A- It is a colorful scene and a gala occasion. Bands blare, guns boom, treads are martial, uniforms are resplendent, the city roars a welcome to the returning hero, and police estimate that fully 750,000 spectators line the curbs along the route.
Q- What kind of spectators, please?
A- Cheering spectators.
Q- Mr. Arbuthnot, what kind of hopes do you have?
A- High hopes, and I don't have them; I entertain them. I express concern. I discard precedent. When I am in earnest, I am in deadly earnest. When I am devoted, I am devoted solely. When a task comes along, it confronts me. When I stop, I stop short. I take but one kind of steps--those in the right direction. I am a force to be reckoned with.

ENGLISH COMPOSITION AND JOURNALISTIC WRITING

The fundamentals of good English are applicable to both literary composition and journalistic writing. How do we define good English? Obviously, it includes more than correct grammar. "It covers clear style, concise expression, vigorous phrasing, accurate description, simple wording, natural progression of ideas, concrete meanings, direct writing--in short, all that goes into

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effective narration, description and exposition."[1/]

But there are several differences in the two types of composition. Journalistic writing differs in subject matter, point of view, purpose, and mechanical form.

The subject matter of journalistic writing deals with everyday happenings or the topics found in newspapers, magazines and heard over the radio (news broadcasts). It is objective in presentation rather than subjective; it is a communication of facts rather than impressions. An exception to this statement is the writing done by columnists and feature writers which is a combination or blend of the two.

Journalistic writing differs from other English composition in that it is written for immediate publication and consumption; usually, it is written for a limited amount of space in a limited amount of time.

Journalistic writing also differs from other writing in its emphasis and mechanical form. Literary composition has a beginning, a middle, and an end. The whole structure of this kind of writing is such that it builds up to a climax and concludes with the climax or fades out

1/ Greenawalt, Lambert and Hochberger, Simon, Primer of School Newspaper Technique. Publication of the Columbia Scholastic Press Association, Columbia University, 1938. p. 12.

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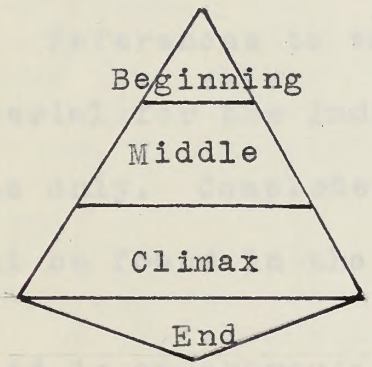
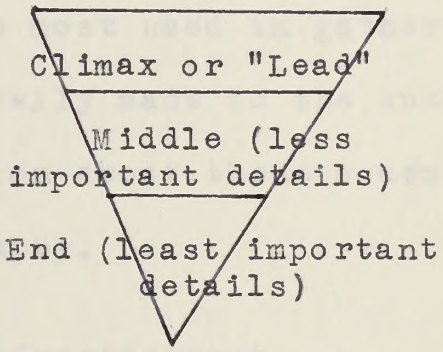
1/ Greenawalt, Lambert and Roehberger, Simon. Primer of Junior Newspaper Technique. Publication of the Columbia Scholastic Press Association. Columbia University, 1928. p. 12.

with the ending. In contrast, the news story opens with the climax known as the "lead" which contains a summary of the events of the story. The remainder of the article goes back to the beginning and fills in the details step by step in a decreasing order of importance. The final paragraphs contain the least important details which may be deleted without injuring the continuity of the story. These differences in mechanical form can best be explained by the following diagrams:



Literary English



Journalistic English

Hyde,[1] a pioneer in the field of high school journalism, insists that there should be no conflict between English composition and journalistic writing. "The chief cause of difficulty--the bare technicalities--may be softened by the development of all-school style books and by careful supervision of the journalistic work." It is hoped that this Index may help to overcome this cause of difficulty.

1/ Hyde, op. cit., p. xi.

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[1] Hyde, op. cit., p. xi.

PART III

AN INDEX TO HIGH SCHOOL JOURNALISM

This Index has been arranged in alphabetical form for convenience in finding a particular reference to a journalistic term.

An asterisk (*) before a word or phrase means that that term is entered alphabetically elsewhere in the Index, and that further information can be found there.

References to the sources most used in gathering material for the Index are usually made to the author's name only. Complete information about these sources will be found in the bibliography.

AD Ad is an abbreviation for advertisement.

ADD Additional material for a story already written or in type is called an add.

ADVANCE STORY A story of an event written before it actually takes place.

Mountmen and their dates will dance to the lyrics of Bill Maisel and his orchestra at the annual Football Dance in honor of the varsity gridders, at Pythian Hall, from 9 to 1, next Friday night.

Semi-formal rules will be the order of the night. It will be the first event in the Mount's social calendar, the Senior Prom, Spring Hop and Graduation Dance following later in the year.

Tickets have been on sale the past two weeks at $3.60 per couple. Main event of

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Semi-formal rules will be the order of the night. It will be the first event in the Maunie's social calendar, the Senior Prom, Spring Hop and graduation dance following later in the year.

Tickets have been on sale the past two weeks at $2.50 per couple. Main event of

the night will be the presentation of a gold wrist watch to the gridder voted most valuable to the squad by his teammates, etc.

The Quill
Mt. St. Joseph High School
Baltimore, Maryland

ADVERTISING Advertising is what supplies at least half of the money to support the school newspaper. The purpose of all advertising is to sell goods, services, or beliefs. *Business Management

Duties of Advertising Manager:

1. To assume joint responsibility with the business manager for the organization of the advertising campaign.
2. To lead in the carrying out of the campaign and see that all merchants are canvassed and their advertising secured.
3. To help in the sale of advertising.
4. To coach assistants in the selling of advertising.
5. To supply assistants with the proper blanks and contract forms.
6. To keep a detailed and complete account of each ad received.
7. To collect all advertising bills, record them, give a transcript of the record to the business manager along with all cash and checks received.
8. To maintain an adequate organization of advertising solicitors.
9. To correct advertising proof sheets.
10. To assist the make-up of advertising in the dummy.
11. To attend all staff meetings.

References: Taylor, pp. 129-130; Hyde, Journalistic Writing, PART II, Ch. I.

ALUMNI EDITOR The alumni editor is responsible for all alumni copy, stories and/or column, and for keeping a file on former graduates.

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References: Taylor, pp. 129-130; Hyde, Journalistic Writing, PART II, Ch. 1.

ALUMNI EDITOR The alumni editor is responsible for all alumni copy, stories and/or column, and for keeping a file on former graduates.

Duties of:

1. To know what alumni are doing
   a. by conversing and inquiring
   b. by telephoning for information
   c. by substantiating each rumor and printing no hearsay.
2. To provide alumni copy each issue.
3. To boost subscriptions among the alumni.
4. To attend all staff meetings.

Reference: Taylor, p. 127.

ART EDITOR The art editor is in charge of all artists, photographers, art work, and engraving. He is responsible to the managing editor. *Staff Organization

Duties of:

1. To be responsible for all art work (cartoons, comic strips, printing, covers, nameplates) depending on the type of paper printed and the corresponding amount of art work.
2. To be responsible for at least one cartoon per issue.
3. To submit all art work to the managing editor at the specified time.
4. To attend all staff meetings.

References: Hyde, p. 338: Taylor, Education, p. 128.

ASSIGNMENT An assignment is a particular story to be covered by a reporter.

ASSIGNMENT BOOK An editor's book in which future news and feature events are recorded. (Also called date-book and future book)

ASSISTANT BUSINESS MANAGER The assistant business manager is responsible to the business manager and the faculty adviser.

Duties of:

1. To assist in the sale and collection of advertising and subscriptions.
2. To attend all staff meetings.

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ASSISTANT EDITOR In some staff organizations the assistant editor is called the *managing editor.
*Staff Organization

Duties of:

1. To assist the editor-in-chief, faculty adviser, and news editor in copyreading, proofreading, and dummy-making.
2. To do what I can to assure a harmoniously working staff and a satisfactory product.
3. To hold myself ready and available, as far as possible, "to assist."
4. To write an editorial per issue.
5. To edit the feature columns.
6. To attend all staff meetings.

Reference: Taylor, p. 125.

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B

BANK A bank is one section of a headline. *Deck

BANNER A banner or streamer is a headline extending across the top of the page. See the Wy News, page 37, for an example of a banner headline: 98 Graduate in R.H.S. Mid-Year Commencement

Hyde says that a banner headline has no place in a school newspaper because it tends to sensationalize the paper and since it is published weekly or less frequently, the news is likely to be stale by the time the paper comes out. However, several of the school papers used in preparing the Index, many of them award-winning publications in the *press association contests, carry banner headlines and their use may be justified on certain occasions.

BEAT A beat, also called a *scoop or an exclusive, indicates a story printed by one paper ahead of all others.

BEAT Beat also means a particular territory covered by a reporter regularly. For example, reporters are assigned to cover the regular *news sources of the school such as the principal's or coach's office each week.

B.F. Boldface or black-face type.

BOX To enclose a story by rules (*Rule) or other border. Headlines are also boxed sometimes. See the Wy News, page 37, for boxed story, "Family Honor," or The Devil's Pi, page 35, for boxed story, "Echo Deadline Set," or The Evanstonian, page 34, for boxed calendar, "Eyes Ahead."

BREAK (v) News is said to "break" when it is made known for publication.

BREAK (n) The "break" in a story is the place at which it is continued to another column or page.

The plot of the play centers about Lord Gilbert, head of the great house, played by Sam Adams,

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who had not allowed the castle to celebrate the Yule season since the death of his two children, who, he believes, contracted a disease from the villagers whose annual custom it was to visit the great house on Christmas Eve.

His wife, Lady Gwendolyn (Jeanne Dyer), allows the customary preparations to be made, hoping that Lord Gilbert will forgive (The "break")

(continued on page 6)

BUSINESS MANAGEMENT The business organization of a school newspaper includes the problems involved in advertising, circulation, distribution, and printing. A newspaper is considered successful only if it is a financial success and, unless it is subsidized in part by the administration, it has only two sources of income--advertisements and subscriptions.

The work of the business department must be organized with great care by the business manager and the business adviser who are jointly responsible for the financial stability of the paper. The keeping of accounts and the handling of money should be assigned to the business manager or another member of the department--a treasurer if the staff is large enough to warrant one--and the business adviser should devise a system of keeping and auditing the books. At the time of his appointment, the business manager should prepare a budget for the year. From then on, each issue should be separately budgeted. In other words, the paper should follow a "pay as you go" plan. All checks should be signed by the business manager or treasurer and the financial adviser.

Advertising

1. The newspaper must be established as a desirable field for advertising. Advertising space must be made worth buying. This can be achieved by efficient management and carefully planned advertising campaigns.

2. Do not accept complimentary ads. National standards rule them out because they lower the tone of the paper and give it an air of charity. Refusing such ads puts your advertising on a strictly business-like basis.

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3. Establish the reliability of the paper. The advertising should make a direct appeal to the student readers. One way to accomplish this is by making a survey of the student body to find out all the things that the average student buys and where he buys them. Such a list furnishes a good sales argument when the solicitors make calls on the local merchants.

4. Maintain an up-to-date file which includes the names, addresses, telephone numbers and the persons in charge of advertising of stores and firms that might advertise in the paper. Knowing the name of the person in charge of advertising in a store breaks the ice for the solicitor when he makes his first call on the prospect.

5. A complete record of calls made by solicitors must be kept by the advertising manager. There should be forms for recording each call. The call slip system is an efficient way of checking calls made by solicitors. It will also prevent more than one salesman from calling on the same firm.

6. All solicitors should be equipped with advertising rate cards and contract forms. Absolutely no verbal contracts should be allowed if the advertising department is to be managed in a business-like way.

See page 22 for examples of a prospect card, a call slip, and a contract form.

Solicitors

1. Know your advertiser before you call on him.
2. Speak briefly, courteously, and intelligently about what you have to sell--space in a well-written, widely-read newspaper. Take along a copy of the paper and several talking points to prove it.
3. Have the following statistics of your school newspaper:
   a. Enrollment of the school.
   b. Circulation of the paper.
   c. Sections of the city from which pupils come.
   d. Number of homes represented.
   e. How many times the paper is issued during the year and on what day of the week.
   f. Proof that teachers and alumni read the paper.
   g. Advantages of a contract by the year

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   d. Number of homes represented.
   e. How many times the paper is issued during the year and on what day of the week.
   f. Proof that teachers and alumni read the paper.
   g. Advantages of a contract by the year

ADVERTISING FORMS

Name of School						
Firm		In Charge of Adv.			Address	Phone
Date of Call	Salesman	Check Outcome			Remarks: Indicate reason for refusal, time for return call, or space sold and issue.	Entered By
		Refused	Return	Sold		

Prospect Record Card
Adapted from Spears and Lawshe, High School Journalism, page 264.

Solicitor _____ Date _____
Call on following firm:
_____
on or before _____
Talk with Mr. _____
Signed _____
Advertising Manager

Solicitor's Report: Date called _____
_____
_____
_____
_____
_____
Signed _____
Solicitor

Report Made _____ Entered _____

Call Sheet - Adapted from Spears and Lawshe, High School Journalism, page 265.

Advertising Manager
School
Address
Please insert advertisement of the undersigned to occupy _____ of space, commencing _____ for _____ insertions, for which _____ agree to pay $ _____.
_____
_____

Proof sent _____ Proof approved _____ Paid _____

Contract Form - Adapted from Hyde, Journalistic Writing, page 353.

ADVERTISING FORMS

Name of School _____

Firm _____ In Charge of Adv. _____ Address _____ Phone _____

Date of Call	Salesman	Check Outcome: Expressed	Return	Sold	Remarks: Indicate reason for return, time for return or reason for delinquent line.	Entered By

Prospect Record Card
Adapted from Spears and Lawson, High School Journalism, page 254.

Solicitor _____ Date _____
Call on following firm:
_____
on or before _____
Talking M. _____
Signed _____
Advertising Manager

Solicitor's Report: Detailed _____
_____
_____
_____
_____
_____
Signed _____
Solicitor

Report Made _____ Entered _____

Call Sheet - Adapted from Spears and Lawson, High School Journalism, page 255.

Advertising Manager
School
Address

Please insert advertisement of the undersigned in accompanying _____ of space, commencing _____ for _____ insertions for which _____ agree to pay $ _____

_____
_____

Proof sent _____ Proof approved _____ Paid _____

Contract Form - Adapted from Hyde, Journalistic Writing, page 255.

rather than at irregular intervals. Such advertising is cheaper and becomes more effective because of its repetition.

4. Send a proof of the advertisement to the advertiser before publication and file the approved proof with his correspondence.

5. Send the advertiser a copy of the newspaper containing his ad with the bill.

*Typography

1. Keep the first page and preferably the second page free from advertising.

2. Limit the amount of advertising to perhaps 35 or 40 per cent of the entire space of the paper.

3. Use a systematic plan in placing the ads. An attractive make-up is the pyramid arrangement in which the ads are piled along one side of the page. See The Custer Chronicle, pages 105and 106.

4. Set a limit upon the size and blackness of display type.

5. To assure good make-up, use the same style of type throughout the ads--preferably the type used in the reading matter and headlines.

6. Two other ways of achieving an attractive effect is to use the same kind of border around all ads and to limit the size and blackness of cuts.

Rates

1. The advertising department must devise a system of space division and a scale of rates. This division of space should allow for effective and easy make-up.

2. The basic rate depends upon the circulation of the paper, the size of the community, and the purchasing power of the readers.

3. Following are the advertising rates for three school newspapers:

a. V.H.S. Highlights, a weekly, mimeographed, eight-page paper, with a net run of 260, charges 2¢ per *pica space.

b. Commerce, a four-page, five-column paper, published twenty times a year, charges 75¢ per column inch.

c. Hi-Tower Flashes, a four-page, six-column paper, published bi-weekly, charges 40¢ per inch for display advertising and 10¢

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per column line for classified advertising.

Circulation

Effective department organization depends upon four factors:

1. Decisive placement of responsibility.
2. Effectiveness in sales organization.
3. A workable, adaptable schedule.
4. Fair distribution of work.

Readers of the paper fall into two classifications:

1. Subscribers
   a. Students
   b. Alumni
   c. Persons interested in the school.
2. Non-subscribers
   a. Students who buy copies regularly or occasionally.
   b. Persons interested in the school who buy only occasionally.

Circulation bookkeeping can be greatly minimized by cash payment before the subscriber's name is entered in the books. Then each name represents a paid subscription, and the only record which must be kept is a file containing the names of subscribers and when their subscriptions expire.

The circulation department should institute a powerful drive during the first few weeks of school to force subscription sales as high as possible. Another drive should be made at the beginning of the second semester or the last half of the school year.

Sales Methods

1. Send subscription blanks to all homerooms the first day of school. These blanks can be for the year or for the half-year. Tabulate the promises to subscribe, compile a list of non-subscribers, and then the work of the circulation department begins.
2. Instigate competitive subscription campaigns among the homerooms and the classes.
3. Sales talks should be made frequently by members of the staff and by prominent students.
4. Mailing campaigns are probably the best

per column line for classified advertising.

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2. Investigate competitive subscription campaigns among the homerooms and the classes.
3. Sales talks should be made frequently by members of the staff and by prominent students.
4. Waiting campaigns are probably the best

method of raising the subscription quota of the alumni and other persons interested in the paper.

Distribution

The business manager and staff should decide the manner of distribution. Sometimes the paper is distributed by staff members to the lockers of the pupils. Another method is to distribute the paper from the newspaper office during certain hours. Still another plan requires the use of subscription booklets. When a student subscribes, he receives a coupon book which he presents following the publication of each issue of the paper. There are many other techniques of distribution.

Mailing. If the mail circulation is small, the papers can be addressed by hand or on the typewriter. For larger mail circulation, the papers can be addressed by machine. To cut down on mailing costs, the manager should apply to the postoffice for a second-class mailing permit.

Printing the paper

If the paper can be printed in the school printing shop, many financial worries are eliminated. Most printed papers, however, must deal with a commercial firm. Before deciding on a printer, the business manager should draw up specifications and submit them to several concerns for their bids. Everything should be included in his specification so that there will not be heavy charges for additional work.

Important items to consider

1. number of copies
2. day of publication
3. size of page
4. number of pages
5. paper stock
6. size of type
7. percentage of advertising
8. number of halftone cuts
9. deadlines for advertising and news copy
10. reading of proof and make-up of dummy pages
11. time and place of delivery
12. date of payment

The method of printing a school newspaper should be a paying proposition; it should not be subsidized

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Distribution

The business manager and staff should decide the manner of distribution. Sometimes the paper is distributed by staff members to the lockers of the copyis. Another method is to distribute the paper from the newspaper office during certain hours. Still another plan requires the use of subscription bookleta. When a student subscribes, he receives a coupon book which he presents following the publication of each issue of the paper. There are many other techniques of distribution.

Mailing. If the mail circulation is small, the papers can be addressed by hand or on the typewriter. For larger mail circulation, the papers can be addressed by machine. To cut down on mailing costs, the manager should apply to the postoffice for a second-class mailing permit.

Printing the paper

If the paper can be printed in the school printing shop, many financial worries are eliminated. Most printed papers, however, must deal with a commercial firm. Before deciding on a printer, the business manager should draw up specifications and submit them to several concerns for their bids. Everything should be included in his specification so that there will not be heavy charges for additional work.

Important items to consider

1. number of copies
2. day of publication
3. size of page
4. number of pages
5. paper stock
6. size of type
7. percentage of advertising
8. number of halftone cuts
9. deadlines for advertising and news copy
10. reading of proof and make-up of dummy pages
11. time and place of delivery
12. date of payment

The method of printing a school newspaper should be a paying proposition; it should not be subsidized

by the school or one of the important aims is defeated. (See PART I)

Three methods of reproducing the paper

1. Mimeograph
   For the very small school or for the beginning newspaper, the mimeograph is the least expensive and is a good way of testing reader interest in the venture. Equipment needed are: typewriters, stencils, stylus, mimeograph paper, mimeograph machine.
   See the V.H.S. Highlights, page 33, for an example of an All-American among mimeographed newspapers, published weekly in a high school whose enrollment is around 200 students.
2. Photo-offset
   This is a cheaper method than actual printing. Photo-offset is a process which uses plates made from photographs of the surfaces to be reproduced. A "master copy" of each page is prepared by the staff exactly as it will appear in the paper. These pages are then photographed and plates are made from them. Any cuts included in the paper must be treated by a specially halftone process, similar to the engraving process used for cuts in printing. Thus each cut involves an extra charge.

   Opposition to the photo-set method is based on the following:
   a. The paper does not have the "printed" look of the daily papers.
   b. The difficult task of hand spacing each line to form even columns. Unless the staff includes many expert typists this job is almost overwhelming.

   The Vari-Typer Composing Unit - This machine can overcome the second difficulty listed above. Rae explains its use: "An electrically powered machine, the Vari-Typer operates very much like a typewriter. . . Employing a variety of type styles and sizes ranging up to a 14-point bold face type, it has

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a typographic density running as low as 16 letters to the inch and the very important feature of line spacing control so that the lines are made to align themselves automatically in column format of the proper width, a physical impossibility on the typewriter."

3. Letterpress

How it works - After the copy is written, it is set in type, galley proofs are pulled, proofread, and the corrections are made by the compositor. The dummy is made up and the printer makes-up the pages according to directions. Page proofs are then taken, proofread, and the type is corrected again. Finally the pages are locked up and the presses roll. This method is a more complicated and more expensive method, but the results are worth it--a distinctive, readable newspaper that looks like its big brother, the daily.

One economy measure connected with letterpress, which many advisers overlook, is the use of newsprint. Rae says, "Many school papers could advantageously economize on the grade of paper they use. The erroneous notion that a high-grade or gloss finish lends distinction to a newspaper is apparently quite widely supported among sponsors of school papers. . . Actually, regular newsprint does the job better and costs less. A paper printed on newsprint looks authentic since it is naturally associated in the mind of the reader with the public press which employs newsprint almost exclusively. On the other hand, the use of high-grade stock inescapable brands the paper as an amateur venture, and creates an impression exactly opposite to the one desired--it looks more like a pamphlet or a recital program. One of the obvious tricks of putting out a professional-looking newspaper in addition to competent editing and expert printing, is to put it on newsprint." (Editing Small Newspapers, page 196)

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The only logical advice to offer the staff of a beginning newspaper is to use the method that your budget calls for!

References: Rae, Ch. XII; Greenawalt, Ch. X; Harrington and Harrington, Ch. XV; Hyde, Journalistic Writing, PART II, Ch. I; Spears and Lawshe, Ch. 20.

BUSINESS MANAGER The business manager is in charge of all business and financial matters. He is equal in rank with the managing editor or assistant editor and the editor-in-chief. His signature is necessary on all contracts with the printer, the advertisers, and others. Beside directing and supplying ideas to all workers under him, he prepares financial statements for the faculty adviser and the administration at regular intervals. *Staff Organization *Business Management

Duties of:

1. To direct the energy and work of the business department toward the goal of a financially successful publication.
2. To submit regular reports to the faculty adviser of the financial standing of the publication.
3. To arrange for the printing (unless the paper is mimeographed) of the paper with the advice of the faculty adviser. Printing contracts are usually made for the year.
4. To get advantageous contracts for advertising, helping the advertising manager organize and conduct his campaign.
5. To deliver all copy to the printer and get it when ready for proofreading, returning it to him after proofreading.
6. To act as a subscription agent at all times, giving the proceeds to the subscription manager for tabulation.
7. To receive and record in the proper books all financial operations of the staff.
8. To present these books for auditing near the close of the year.
9. To close the books before the end of school.
10. To boost the publication at all times, speaking before the school body whenever it is necessary.
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13. To consult the faculty adviser regularly.

14. To know the duties of each member of the business department and assist him in his understanding and carrying out of his duties.

15. To attend all staff meetings.

References: Hyde, PART II, Ch. I; Taylor, pp.128-129.

BY-LINE A line at the beginning of a story giving the name of the person who wrote it is called a by-line. Most news stories are written objectively or not in the first person. After a reporter has built up a reputation for himself and his name has news value, he may then write under a by-line. This enables him to include opinion in his story. In school newspapers, sports articles, features, and big news stories are frequently written under by-line.

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This Line Is Set in Caps and Lower Case.

CAPS AND SMALL CAPS Capital letters and small capital letters.

CAPTION The heading appearing over or under a cut. *Cutline See The Devil's Pi, page 35 for sample of a caption entitled: "Participating in Dedication." In this particular case the caption could also be called an overline.

CARTOON Wrinn says a cartoon is "a combination of graphic feature story and editorial, growing out of the current scene. In other words, it contains human interest and at the same time explains, interprets, argues for or against, informs, or merely entertains." (Elements of Journalism, page 186)

School life offers a fertile field for the pens of talented art students who have imagination to see how the abuses that need to be corrected or the frailties of human nature can be brought to light through the cartoon. What are the fads, fancies, attitudes, interests, faults, and enthusiasms of the current student body?

Reference: Wrinn, Ch. XIX.

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CLICHE A cliche is a worn-out word or phrase which is also called a trite or hackneyed expression. Perrin says, "Expressions that deserve to be called trite are something more than the direct, natural expression. We can call for bread as often as we need to--but staff of life is quite a different matter, linguistically. It is a figure of speech, once bright and perhaps even startling, now actually threadbare and hardly serving a weak attempt of humor."

Trite expressions:

Father Time	broad daylight
dark as pitch	hungry as a bear
cold as ice	brown as a berry
smooth as ice	pure and simple
stark naked	point with pride

Make a list of journalistic cliches and post them where they will come to the attention of the staff.

Reference: Perrin, page 121.

COLOR To put color into a story is to enliven it with atmosphere to create *reader interest. In a derogatory sense, to color the news means to exaggerate the facts. School spirit and prejudice often tend to "color" sports stories.

COLUMN A vertical division of a page set off by rules. *Rule

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COLUMN A column is also a writer's comments appearing each issue under the same heading. To have reader interest a column must be timely and informative.
*Feature (n)

Types of columns:

1. Sports columns (See *Sports Story)
2. Poetry or verse columns
3. Humorous columns
4. Gossip columns
5. Society columns
6. Club-notes columns
7. News-commentary columns (These columns may include comments on school news or outside news or both.)
8. Variety columns (Such columns contain philosophical comments, personal items, humor, contributions from readers, etc.)
9. Fashion columns
10. Who's Who columns (See The Custer Chronicle, page 104.)
11. Inquiring Reporter columns
12. Music columns

Qualifications for a columnist: (Spears and Lawshe)

1. Keen observation
2. Good judgment
3. Sound reasoning
4. A knowledge of human nature
5. Wide acquaintanceship
6. An original clever style
7. Tact
8. Wholesome sense of humor
9. A spirit of restraint
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Adamko, Mayton To Reign

13TH YEAR AT VHS

U. H. S. Highlights

NET RUN 260

"The Voice of the Centralized District"

VOL. 13, NO. 13 VANHORNESVILLE N.Y., JANUARY 28, 1948 PRICE 5¢

School Board Joins In Fight For State Aid

Van Hornesville's Board of Education has united with the Herkimer County School Boards and the New York State School Boards association to work for passage of the Young-Milmoe bill which has been introduced at the current session of the New York State Legislature.

This bill increases the amount of state aid which schools will receive and proposes a new formula for its distribution based upon the so-called "Moet Plan," which has been accepted by the Educational Conference board of the state.

Principal Robert B. Woodruff, in a current letter to the taxpayers, points out that the local school tax rate is approximately $26. per thousand and is destined to increase if more state aid is not forthcoming. Residents are being urged to write to their representatives, asking their support of this bill.

Frank Hemenway, of the local board, has been appointed a member of the executive council of the Herkimer County School Boards organization which has held two meetings during the past month.

Wichowsky, Herron Are Runners-Up

Carl Adamko and Dorothy Mayton, seniors, have been named to the honor posts at the VHS carnival which will take place Friday, January 30, at 2 p.m. The event has been scheduled earlier this year because of the excellent snow conditions.

VOTE IS CLOSE FOR KING

Dorothy led all other nominees for queen by a margin of at least 10 votes. Helen Wichowsky, sophomore, was runnerup. Other girls whose names appeared in the nominations and who will serve as attendants include Maxine Shoemaker, senior, and Helen Yaworski, senior.

Voting was closer in the ballot for king with Adamko receiving 40 votes and his closest contestant, Fred Herron, 35. All nominees for king were seniors. The other attendants will include John Elwood and Robert Zenkin.

Events will include a cross country race, a slalom race for both beginners and experienced students; and a skipjack race for the younger enthusiasts.

If time permits Waldemar Roneling, ski coach, will put on a skiing demonstration assisted by several of the boys. Either prizes or ribbons will be awarded the winners. No skating events will be possible this year because of the new field.

Socials Are Planned

AMONG THE SOCIAL EVENTS AT VHS THIS WEEK ARE A TEA DANCE FRIDAY, JANUARY 30, DURING THE LAST TWO PERIODS, AND THE SECOND "FUN" NIGHT OF THE YEAR AT 8 THAT EVENING.

THE FRESHMEN ARE PUTTING ON THE TEA DANCE AND WILL SELL REFRESHMENTS. THE "FUN" NIGHT WILL OFFER THE SAME TYPE OF PROGRAM AS USUAL.

Skit To Feature VHS Ag Students

Monday, February 2, will be a "Red Letter" day for VHS ag boys and homemaking girls for at 12:30 p.m. they will present their radio skit over WGY, Schenectady. The program will also feature Wilbur Farnsworth, VHS agricultural teacher, W. A. Ranney, G.L.F. man who put out the forms for the survey on which the skit is based, and Ralph Sutliff, State Supervisor of Agriculture.

The cast includes John Elwood and Fred Herron, seniors; Doris Mead and William Homiack, juniors; Harvey Tennant, sophomore; and Andrey Nevins, Edith Jordan, Harry VanBrink, frosh.

Seniors Plan Trip Soon

Seniors are planning their trip to New York from March 29 through April 1. Seven girls ans six boys are planning to go and will be accompanied by Miss Edna Austin, language instructor, and George Nilson, English teacher.

No definite plans have been made for the tours the group will take while in the city.

State Orders Flashes For Busses

In accordance with a new school bus law effective the first of this year several of the VHS busses have already been equipped with flashing red signal lights. The purpose of the law is to provide greater safety for children riding the busses.

Another provision of the law requires the driver of a motor vehicle approaching a halted school bus to stop until the bus starts again.

The Evanstonian

Volume 31 | Evanston Township High School, Evanston, Illinois, December 12, 1947 | Number 8

Rooms Plan Holiday Skits

Painted Windows, Trees To Decorate School

by Jim Malof

WITH A CHEERY "Merry Christmas" and an eager "here come the magazine prizes," ETHS is planning to chalk up another round of traditional home-room programs, complete with decorations and Santa Clauses who are still too young to shave.

Today students will he busy painting designs on the windows and decorating Christmas trees, as the school gets its annual "new look." It is interesting to see what the home rooms are doing in keeping with the Yuletide spirit.

144 To Have German Band

Students in 144 can expect a little "oom-pah-pah" with their Silent Night, since the German band will be present to provide a quaint Old World atmosphere. Besides the hand, Santa will come visiting with magazine prizes for all the good little boy and girl salesmen.

A drawing for a radio, a Curtis publishing company prize, will be one of the features of the 164 program, according to Mr. Irish, room director. In addition to the drawing, group singing and phonograph music will help the students forget the $20 spent on decorations this year.

All-Star Program in 244

Under the direction of Bill Cadwell, program chairman, and Margarethe Lagaard, art chairman, room 244 will boast an all-star billing for its program. With Albert Williams as Santa Claus, the room will enjoy songs by Jeanne Bowen, accompanied hy Leone Severin and Nancy Swanson, a reading by Ruth James, and room singing directed by Jean Herron, with Betty Jean Ross at the piano. The Rev. Eugene Bartlett, pastor of the First Baptist church, will be guest speaker.

Santa will come down a specially constructed fireplace in 364, where the New School room will he decorated with unusual overhanging draperies. German, Latin, and French carols will he sung by a robed choir,

(Continued on page 3)

College Representatives To Be in Lobby Monday

MR. LAWSON, of Roosevelt college in Chicago, and Mr. Walker, of Brown university in Providence, R.I., will be in the front lobby next Monday at 8:30 to speak with interested students. Mrs. Bowers of Milwaukee Downer, Milwaukee, Wis., interviewed students today.

Jack Brennan Photo

Rehearsing for the Christmas Festival Pageant to be presented at 8 Dec. 18 in Beardsley gym are, left to right, Jerry Cattin, 104; Ann McFerren, 124; Gretta Lange, 144, and Betsey Ellis, 364, representing American, Scandinavian, Balkan, and Oriental peoples. The theme of the pageant will be world friendship and good will toward all.

'World Needs Better Trained Citizens,' Says Dean Stalnaker

"BECAUSE TRANSPORTATION has made the world smaller, science has made it more dangerous, and the lack of advance in social science has not paralleled physical science, the world needs more educated and better trained citizens."

Thus stated Dr. John Stalnaker, dean of Leland Stanford university, and director of the Pepsi Cola examinations, at the first honore assembly, Nov. 18.

He believes that part of the trouble in the world is due to "inadequate communication. The language problem and the lack of understanding make it hard to attain understanding. For instance, the words 'be fair' or 'be democratic' might be taken many different ways in different languages."

Dr. Stalnaker urged everyone to

(Continued on page 11)

Watches Awarded To 'Mag' Salesmen

BECAUSE MR. MELVIN, magazine drive sponsor, believes that in the past the prize winning students have not received proper recognition at the Christmas assemblies, the two Gruen watches for the highest boy and girl salesmen in the school were presented to Charles Kelly, 264, and Sally Ingels, 164, during ceremonies in their home rooms last week.

Other prizes which have just been awarded are a table model Philco radio combination to Jim Strasser, 104, and a bicycle for the Life Membership club to John Kinsey, 364. Cash prizes given annually by the Readers' Digest association for the highest *Digest* salesmen were presented to Martha Downie, 344; Ken Anderson, 164; Nancy Cook, 224, and Rosemary Heuser, 224.

Editor's UN Essay Is on Page 5

THE UNITED NATIONS essay to be entered in the *Chicago Sun* scholarship contest appears on page 5. Written hy Nancy Biebel, editor-in-chief of THE EVANSTONIAN, as the result of her trip to UN headquarters, Lake Success, N.Y., the essay will compete with others by suburban editors for a $400 college scholarship.

Music Dept. To Present Fete Dec. 18

800 To Participate In Annual Festival Celebrating Christmas

BEARSLEY GYM will be filled with Christmas Spirit Thursday evening at 8:00 when over 800 members of the music and drama departments present the annual Christmas Festival, their "Christmas gift to the community."

The pageant, entitled "Christmas and World Friendship," to he presented by the drama department under the direction of Mr. Bodycombe and Miss Fausold, will feature the theme of good will toward all-America giving to the world.

Program Features Carols

Participating in the festival will be the ETHS symphony orchestra, concert hand, festival chorus, and special vocal groups, all under the general direction of Miss Rafferty, chairman of the music department.

The program will be highlighted by the Christmas carol sing which has become a tradition at this annual concert and which will include Handel's "Hallelujah Chorus," from the "Messiah."

Two Christmas carols composed hy Miss Ruby Shaw, former member of the music faculty, will be presented. "Jubilee for Christmas," to he sung by the festival chorus, and "As Joseph Was A-Walking," which will be performed hy the mixed choir, will both be directed by Miss Rafferty.

The program will open with Mr.

(Continued on page 11)

EYES AHEAD...

TODAY

7:30—Quadrangle Fall Awards, Social Hall

MONDAY, DEC. 15

3:00—Junior Red Cross Christmas party, faculty dining room
3:10—Amateur Radio club, 143
3:10—International Round Table, 201

TUESDAY, DEC. 16

3:00—Business club, faculty dining room —Photographic Service club, 338

WEDNESDAY, DEC. 17

Lunch Periods—Noon, movie, social hall

THURSDAY, DEC. 18

8:00—Christmas Festival, Beardsley gym
3:10—Chess club, 1-C
3:10—Jusendro, C201

FRIDAY, DEC. 19

9:10—General assembly, Beardsley gym
3:04—School closes for Christmas vacation
7:15—Basketball with Oak Park, here

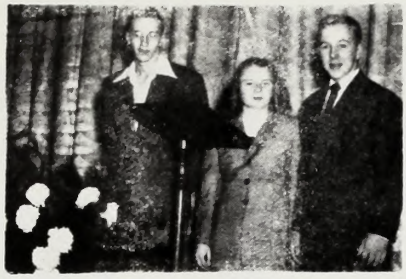
A VERY MERRY CHRISTMAS!

The Devil's Pi

VOL. XXVI — CENTRAL HIGH SCHOOL, SUPERIOR, WIS. DEC. 17, 1947 — No. 6

Central Dedicates "Aud"

Participating in Dedication



At a long-awaited occasion, such as the opening of the auditorium, students of Central were represented by fellow classmates: Dick Germond, who explained the lighting system; Clarice Kelly, who presided during the assembly; and Bob Olson, as president of the Student Council speaking on behalf of the council. The "aud" was officially opened for the students on Dec. 1, during fourth hour, and for the parents the same evening at 8 p. m.

Mr. Shaw Greets Central

A MERRY CHRISTMAS AND A HAPPY NEW YEAR

As we again celebrate the birthday of Christ, I wish to pass on to each of you the age old greeting of a Very Merry Christmas and a Happy, Prosperous New Year.

The Yule Tide Season which we all look forward to is one of joy and good cheer. We can best acquire this joyous Christmas Spirit by following the rule which says "It is more blessed to give than to receive." The wise men and sages of the past knew the truth of this philosophy, as they practiced it by gifts to their friends. Very few of you have enough material wealth to give your friends costly gifts, but you can be a true friend which is more valuable than any gift.

To your parents you owe much, much more than you can ever pay. May I suggest that each of you during this Christmas season tell the members of your family, or better still show them, that you love them and that you appreciate what they are doing for you. The real spirit of Christmas will come to you in full force, as you realize how happy you have made them.

In closing let me express again the old wish from the Shaw family—all four of them—to each of you, A Very Merry Christmas and a Happy New Year.

George E. Shaw

Central Talent Featured on Programs Honoring Opening of New Auditorium

The official opening and dedication of the auditorium on Dec. 1, was a long-awaited occasion for Central, as well as the entire city. The presentation for the students was during fourth hour and an evening performance was given at 8 p. m.

The Afternoon Program

As the students and teachers filed into the auditorium, a sudden feeling of appreciation clinked the room. The upholstered seats of Oriental red leather, blending with the gray acoustical walls were accepted with thoughts of the previous broken wood seats.

The house lights were dimmed and the gold curtains were drawn to make way for the program personnel. Clarice Kelly, senior, presided during the assembly and introduced each speaker. The invocation was given by the Rev. J. George Senty, minister of the Hammond Avenue Presbyterian church. Following this, a trio of girls—Marjorie McKee, Jean Rothwell, and Marianne Taylor—sang "Thanks Be to God" by Dickson. They were accompanied at the piano by Miss Lillian Berg.

The demonstration of the lighting and sound effects were displayed by Dick Germond and Fred Odell. Dick took over the lighting and showed how each set of lights would produce a different result. Fred explained how the sound effects were improved, which includes the new acoustical plaster on the walls.

The speakers for the event were Mr. John O. Berg, president of the Board of Education; Frank McGinnis, Central student who gave the dedicatory speech; Mr. Angus B. Rothwell, superintendent of schools; Bob Olson, president of the student council, and Mr. George Shaw, principal of Central.

After the speeches were given the Triple Trio selected "Bless This House" as their song. They were accompanied by Geraldine Filbey. The program was concluded as Rev. Senty gave the benediction.

The Evening Ceremonies

The dedication program for the evening was with Mr. George Shaw, principal, presiding. The program was musically opened as the orchestra played "March of the Peers," under the direction of Mr. William Keller.

The invocation was given by Rev. Guy L. Hill, of St. Alban's Episcopal church. The speakers for the events at the evening performance were: John O. Berg; Miss Nona MacQuiney, member of the board of education; Mr. Angus Rothwell; and Mr. William J. Deegan, Jr., City Manager.

When the speeches were given, the senior choir, under the direction of Mr. Louis Meier, sang "Here in This House" and "Give Thanks to Our Lord." Rev. Hill concluded the program with the benediction.

Faculty Committees Told

The afternoon performance was under the chairmanship of Miss Alice Lomoe and Mr. Vern Anderson. Working with them on this event were Miss Agnes Currie, Miss Margaret Reinstrand, and Mr. Joe Schmidt.

The program for the evening was planned by a faculty committee. Heading this group was Miss Minnie Rasmussen and Mr. Hilbert Hanson, co-chairmen. Miss Grete Tetzler, Mrs. Betty Jones, and Mr. Tony Yaworski were also working on this committee.

Students Attend "Y" Dance

Members of the Board of Governors of the Youth center sponsored the first dance held in the YMCA for several years. This dance was held as a benefit dance to raise funds for the new Youth center.

It was well attended by students from East, Central, Cathedral, and the college. The total number of people present was estimated to be near 600. The exact amount made by the Board members is not known to date.

Decorations followed the theme "Winter Wonderland." Red and white streamers loaned to the group by the Coquina club formed a canopy for the ceiling. Two 20-foot, decorated evergreens were placed on either side of Sten Olsen's band, which played for the event. At the far end of the gym before a curtain drop was placed a scene of a sleigh going through the snow, with a moon, stars and small evergreens completing the set.

Personal View Expressed From "Aud" Dedication

The auditorium, done up in its very best with huge gold curtains and red leather seats, was breath-taking. The gorgeous, toned lights gave it that startling effect.

As the students filed in, the air was charged with excitement and the lights were dimmed. Oh's and ah's filled the silent room to drop again to silence.

The orchestra under the direction of Mr. Keller was at its very best. Music of the Freshmen Trio and the Triple Trio had beautiful tones, and all three helped to show off our new acoustical system.

The cheerful atmosphere was kept up throughout the dedication ceremony with humor as well as with the seriousness of it all. There were many surprises that were believed impossible for Central: a new movie screen, a phone from backstage to the movie room, and fluorescent lights.

Many a laugh was heard when the old memory of past students, now teachers, using the old stage, was revived. Mr. Meier was found as a ballet dancer while Mr. McBride was seen charging across the floor on a stately white horse.

Behind the whole assembly there was a fine stimulating spirit among teachers and students.

Delegates Attend Council Meet

The annual Student Council convention was held on Nov. 14, and 15, at Faribault, Minn. Of the five member states, 52 schools were present.

Central's three delegates and two advisers left Thursday morning on the 8:15 train. Mr. Leroy Jacobsen and Mr. R. C. Wilkins were the advisors with Bob Olson and Audrey Forstrom as delegates. The one official delegate to the event was Dick Haglund.

Upon arrival in Minneapolis at noon, they were prepared to take a tour of Roosevelt high school, which has a population of 2,300 students. The dominant characteristic of this high school was student government. The student-run study halls, with over 200 pupils each were successful in every way. The delegates left Roosevelt high at four o'clock to complete the journey to Faribault.

They boarded the "Rocket," a streamlined train at five o'clock, which traveling 60 miles in two hours, did not live up to its name.

Some students met the five delegates at the train, where they were taken to Faribault high for registration. They also purchased banquet and dance tickets for Friday evening. Introductions to many advisors and delegates were made during registration.

The three delegates were housed in private homes and were more than satisfied. The two advisors, Mr. Jacobsen and Mr. Wilkins registered at a hotel. Mr. Jacobsen states, "It was so noisy I couldn't sleep a wink at the hotel." He checked out and stayed at St. James Military Academy.

The first meeting took place Friday morning at 9:30. Introduction of officers was followed by a good band concert with an 80 voice a'cappella choir and an interesting speaker. The speech by Dr. E. L. Harden on "Don't Die on Third Base" theme, held the audience. This was followed by more music. Lunch was then served in the school cafeteria.

The afternoon sectional three hour meetings were attended by the individual delegates.

Friday night banquet was held in the school with an excellent menu. The Rev. Dr. Henning, director of St. John's Military Academy, gave a speech, relating the characteristics of a successful person. A group of girls sang and led in community singing.

While the three delegates attended the dance, the advisors talked on the subject of student government. Mr. Jacobsen states, "My eyes were opened about schools and student government."

Centralites Construct Red Cross Boxes

All r[illegible] contributing the Red Cross. The room contributing the most was [illegible] who gave $28.68. Room 129 came in second, giving $25.58 and 241 came in third, with $14.30. A check for $200 was made out and sent to the Red Cross office.

Candy sales proved profitable in making money for the Red Cross. Between now and Christmas, girls are being asked for from the [illegible] of the American Junior Red Cross to send to children in other lands.

Any group of members of the American Junior Red Cross, regardless of age, can participate in this project. Boxes should be filled at school under the direct supervision of the teacher.

To fill the box:

1. Use only the [illegible] provided by Junior Red Cross.
2. Let students pla[illegible] the boxes.
3. Have students pack as many different kinds of articles in each box as possible.
4. Send only items that are new, clean, and of the best quality.
5. If possible, include at least one article made by Junior Red Cross members.

Every gift box should contain these items: 3 pencils, 3 small pads of paper, cake of toilet soap (not large laundry soap), tooth brush, tooth paste or powder, ball. Here are some of the other things you can put in: crayons, eraser, washcloth, blotter, pocket comb, game, compas, top, paint box, color book, necktie, marbles, yo-yo, hair ornament, handkerchief, buttons, snapshots of your class and school.

Please do not include breakable items, liquids in glass containers, candy, patriotic or religious [illegible] or toy weapons. If there are any further questions about these gift boxes, please go to Miss Alice Lomoe, advisor of the Red Cross.

Peace on Earth Good Will to Men

Annual Banquet Starts Faculty Celebrations

Last Monday night at the Hotel Superior at 6:30 p. m. faculty members of Central high school met for their annual [illegible] celebration. Decorations were especially fo[illegible] Christmas season, provided by [illegible] committee [illegible] for the [illegible].

Miss Helen O'Brien was general chairman for the event. Working with her were: Miss Joyce Roske, Mrs. Hester Kyllo, Mr. Hilbert Hansen, Miss Lois Kas[illegible], and Mr. [illegible] Harding. Mr. [illegible] Margaret [illegible] Miss [illegible] Berg [illegible].

Selections were sung by faculty carolers. Participating in the singing were: Mr. Louis Meier, Mr. S. Brinley Shaw, Mr. Robert Lane, Mr. Roy Peterson, Mr. Hilbert Hansen, Miss Alice Lomoe, Miss [illegible] Miss Joyce [illegible] Miss Alice Lomoe; Mr. William Keller gave a violin solo. A piano duet was offered by Miss Berg and Mr. Hansen. Mr. Meier directed the group in community singing accompanied by Miss Berg.

New Initiates Honored At LDP Club Gathering

The L. D. P. club's annual initiation party was held on Nov. 21, [illegible] Coolidge room. General chairman, [illegible] Kinnee, headed the following committees: food, Arlene Sanders, Pat [illegible] hamson, and Joan Carlson; [illegible] Glen Reed, and Don Skudstad; [illegible] tainment, Ila Rae Waseen, and [illegible] da Meysmen; guests, Norma [illegible] son.

Guests of honor at the party were Mr. George Shaw, Mr. Vern [illegible], Mr. S. S. Shaw, Miss Joyce [illegible], Betty Beatson, Miss Minnie [illegible] and Mrs. Betty Jones. Mrs. [illegible] former member of the club.

A table was presented to Mr. [illegible] for the new kitchen. The [illegible] was made by Ila Rae Waseen.

Pledge ceremonies were conducted by Clarice Kelly, president, who introduced the new members and club advisor, Miss Helen O'Brien. The members initiated into the club are: Patricia Phillips, Ruth [illegible], Pat Foley, Jean Pederson, [illegible] Jnanne Solia, Ruth Lind[illegible], Don [illegible], Albert Swang, Leo [illegible], Don Jantzen, Gerald John[illegible], Paul [illegible]son, Gerald Allen, Dar[illegible] Johnson, [illegible] ham Salveson, Evelyn [illegible], Don [illegible] ney Van Buskirk, [illegible] Carol Salveson, and Rand[illegible].

Echo Deadline Set

Katherine Melin, senior editor of the Echo has announced Jan. 8, as the deadline for all senior pictures to be taken. Any senior who has not had his picture taken, as yet, should do so immediately, or during the Christmas holiday. Remember, seniors, you have until Jan. 8, later!!

It is also hoped that this year, the attention will be paid to picture appointments with the Echo photographers.

First Election Results Told

[illegible] meetings were held in various [illegible] the school building Dec. 10 to [illegible] students with the candidates [illegible] offices. The primary [illegible] candidates, leaving [illegible] final election, which [illegible] On behalf of the [illegible] office, [illegible] sign [illegible] offices. The [illegible] president, Choice for vice [illegible] was Joe Glonek; elected secretary was Audrey Furstrom; and [illegible] Eugene Lindbloom.

The [illegible] primary results ran as follows: president, Eugene Riedon and [illegible] vice president, Lennie [illegible]son; secretary, Carol [illegible] treasurer, Bill Clark [illegible].

Choir Presents Program Today At Middle [illegible]

This afternoon [illegible] members of the senior a'cappella choir will present a program of Christmas [illegible] at Middle [illegible]. It will be directed by [illegible] Louis B. [illegible]. A large [illegible] carols will be [illegible]. Among [illegible] "This House [illegible]," "Lullaby [illegible] Christmas [illegible] Mary's Son," [illegible] Jesu [illegible] Run," [illegible] Gladness Reigns" [illegible] Fair" a [illegible] Shepherds Watched [illegible] the [illegible] with a [illegible].

[illegible] were only two or [illegible] candidates for each office, the sophomore [illegible] took the results of the primary [illegible] out as final. George McAuley was [illegible] president. Choice for vice [illegible] was Joe Glonek; elected secretary was Audrey Furstrom; and [illegible] Eugene Lindbloom.

The [illegible] primary results ran as follows: president, Eugene Riedon and [illegible] vice president, Lennie [illegible]son; secretary, Carol [illegible] Rankey, and [illegible] Bill Clark [illegible].

Senior Water Show Plans Construction

[illegible] for the past two weeks [illegible] Christmas scene [illegible] by Eileen [illegible] under the [illegible] Eileen [illegible] own [illegible] which [illegible] the figures. [illegible] her composition this young artist obtained an effect of brilliant colors against a cool blue background, which is further enhanced by a fall of golden stars against a darker blue ground on either side of it. A cabin can also be seen behind the singers. It was given an even more Christmasy effect by the pine boughs on the snow in the picture and surrounding the box containing it. The snowflakes were the contribution of the art nine classes.

Six large pictures of Christmas scenes done in chalk are also shown on the screens in the library. Several of these were done by ex-students of former years. Two are beautiful portrayals of several men on camels viewing the star above Bethlehem. These were done by Jack Radek and Joen Nilson. A mother, surrounded by angels and holding the Babe, is the subject of two more. One shows a background of the mother's halo plus a star, with a foundation of clouds; in [illegible] four years [illegible] the rustic [illegible] the ma[illegible] years ago [illegible] Physics [illegible] Bob Trei[illegible] Reinstrand's art class [illegible] in 1945. [illegible] make an exhibition for [illegible] was taken over and [illegible] by Marion Yanc[illegible] at that time.

Kiddie Karnival Attracts Winner from Central

John Anderson, one of Central's students, will soon be the proud owner of a new Walin gold wrist watch. Johnny won this watch for singing over the radio on the "Kiddie Karnival" program which ran be heard every Saturday morning at 10:30 over WEBC.

Singing "In the Garden of Tomorrow" and accompanying himself on the piano, Johnny practically sang himself into stardom. There will be three winners from Superior and five from Duluth in an eight-week contest. Each winner will be presented with a watch on Saturday, Jan. 25, 1948, at which time one person will be picked from these to receive a trip to Minneapolis to sing at the Winter Carnival.

A Happy New Year To All From The Devil's Pi Staff

Music Department Presents Concert

The concert that will be remembered as one of the finest ever given by the music students was held Dec. 8 for the public and Dec. 9 for the students. The evening performance was broadcast over WSBR bringing joy to many people who were unable to attend. The newly-remodeled auditorium added to the beauty of the Christmas settings. The prelude, a medley of Christmas songs, was played by Mr. Henry B. Nelson and Miss Lillian Berg at the organ, with Ralph Turk narrating.

The magnificent lighting effects cast on the Madonna, represented by Mary Ann Flemming and Joyce Sauter at the performances, left the audience in an inspired mood. "Gloria" from the 12th mass by Mozart and "Iphigenia in Aulis" by Gluck were played by the Senior orchestra. Next on the program the Junior choir sang Vittoria's "Ave Maria," Tschaikowsky-Cookson's "A Legend," and "Give Us Thy Peace," by Bornshein.

The Senior choir then assisted the orchestra in "The Angelus" by Buys, which was followed by the "Hallelujah Chorus" for the orchestra by Handel, from "The Messiah." The Triple Trio took part singing "A Lullaby for Mary's Son" (C. Wesley Anderson) and "Gesu Bambino" (Pietro Yon) accompanied by Geraldine Filbey.

The audience also had an opportunity to take part in the beautiful concert by singing "Oh, Come All Ye Faithful," "The First Noel," and "Joy to the World" directed by Louis B. Meier.

Next selections were: "God is the Light of the World" by Hadyn Morgan, "While Shepherds Watched Their Sheep," and "O God, Thy Goodness Reaches Far," Handel, sung by the Senior choir.

The climax came when the combined choirs and the organ presented Handel's "And the Glory of the Lord." The glorious finale was attained with the rendition of "Silent Night" by the audience and combined choirs, accompanied by the string orchestra and the organ. It was at this time that the Madonna appeared, while the familiar carol was softly played, leaving the audience filled with the true meaning of Christmas.

Musical selections were under the direction of Mr. William Keller, instrumental, and Mr. Louis Meier, vocal. The Minshall Estey organ was used through the courtesy of Braman Music company.

The Chatterbox

All-American Pacemaker—Columbia Medalist—Quill and Scroll International Honor Rating—Southern Interscholastic Press Association Trophy Winner

Vol. VVXI—No. 8 | Danville, Virginia, December 19, 1947 | Price: 10 cents

Lady Gwendolyn

The Lady of the Castle, played by Jeanne Dyer, is caught in a pensive mood as she remembers Christmas celebrations of former years. Hitchcock Photo

Press Club Dons Brand New Look; Holly Replaces Assignment Book

By Barbara Fowler

There may have been parties all up and down the hall,
But we bet the Press Club had the best one of all!

YESSIR! that was one half hour we really enjoyed today. There was music and food galore, not to mention the Pollyanna gifts!

All Mrs. Hill's miserable wretches changed immediately to cats ready to dance on seeing the beautifully decorated tree and hearing President Pat's hot records.

But don't get us wrong; don't be misled—we had soft and sweet music, too. Of course, at the request of Mary Virginia Wilson and Betty Crafton. Could it be that Santa's gonna bring you a man, girls?

All went well until "Hammerhead" Barker came in with the latest, do you know what she said about you! Then the confusion over and the fight finished, we settled back once more to the shag and jitterbug.

But not for long, 'cause in came Frank Turner decked with mistletoe. Once more there was a fight—and Frank came out blushing with lipstick — his mistletoe having been taken over by Jack Scism, who left the Pressroom looking for Frances Lindley.

Following, Peggy "Cass Daly" Upehurch sang some carols in her unique way. Every note had a different facial expression. Oh, she does have a voice, too!

Such were the antics of the gay 36. So, now, if you were wondering whether Mrs. Hill was on the warpath or not, let your mind rest easy, 'cause it was just us relebrating the beginning of our holiday.

Tenth Grade Elects Gatewood President

By popular vote, Eddie Gatewood was chosen president of the Sophomore Class in elections held during the homeroom period Tuesday morning.

Other officers elected were Frances Lindley — vice-president and Gordon Woody — secretary and treasurer. The Judiciary had charge of the voting.

Cafeteria Serves Christmas Lunch

Highlighting a week of parties and before-Christmas festivities was a special Yuletide dinner served in the cafeteria on Wednesday by Mrs. H. C. Nelson, supervisor.

The plates, costing thirty-five cents each, were decorated with various Christmas foods. Climaxing the meal was the dessert, which consisted of a large slice of fruit cake, bought especially for the occasion.

Adding to the joyous Christmas celebration was the return of Mrs. J. W. Baucom, who was with the school last year. She joins the upstairs division.

Mrs. Nelson said she was greatly pleased with business and hopes the students will continue to be as enthusiastic patrons as they have been in the past.

Guidance Conference Held at GW

Local Men Lead Discussions On Four Occupations, Professions

In furtheranee of the guidance program being presented in GW, the seeond of a series of conferences was offered Junior and Senior students last Friday morning. Discussions were held on advertising, engineering, florist and farming, government agencies and law, led by representatives of those professions and occupations.

"Advertising is met everywhere; the chief sources being newspapers, magazines, and the radio," stated Gary A. Willard, business manager of the *Danville Commercial Appeal*, before a group of interested students. Mr. Willard listed phases of this work as idea man, artist, photographer, model, copy-writer, production man, and salesman. "Each of these," he stated, "must work together as a unit to produce good ads that will sell the articles to the vast number of people they will reach."

Giles Is Heard

Speaking on "Florist and Farming" was Charlie Giles, local florist and farm owner. In opening his address Mr. Giles advised the students, "If you aren't interested and don't love flowers, you won't make a florist."

Preparatory work, Mr. Giles explained, should include chemistry, bookkeeping, and decorating, although practical application is the best education.

Get Experienee

Turning to the occupation of farming Mr. Giles stated that the best education received is to work for a farmer with modern equipment. Aside from modern machines the greatest asset to a farm is proper fertilization which causes a manifold increase in yields.

Max G. Boatwright, head of the Danville Social Security board, discussed the requirements, advantages, and disadvantages with reference to civil service work.

Lists Adgantages

The chief advantages of civil service, the group was told, are the periodic grade raises every eighteen months and the liberal retirement plan offered. Other offers made by the government are a sick leave allowance of fifteen days a year with salary and an annual leave of twenty-six days a week. Prominent among the disadvan-

(continued on page 6)

Homerooms Plan Yuletide Parties

GW's students were happy to lay aside their books and enjoy a variety of Christmas festivities held in their homerooms this afternoon sixth period.

While nearly all the rooms planned parties, some were a bit more exciting and unusual than others. Miss Johnson's group in 209 had a real Christmas tree, decorations and all, as well as refreshments and games.

Up on the third floor the students in 314 enjoyed singing and eating, topped off with a bit of dancing.

The remainder of the home rooms celebrated in various other ways. Christmas carols were sung all over the school and refreshments served, in honor of the coming holiday.

Spanish, French Books Are Read

Principal activities of the Spanish 3 and French 3 classes for this term were to read books in these languages.

The Spanish class turned in their reports yesterday, written in Spanish. Miss Frances De Lamar, instrurtor, explained that the books were read for easier comprehension rather than for translation.

Herbert Ellis set today as the deadline for the reports of his French class. These were written in French.

School Holiday Starts Today—Ends January 5

Danville's public schools will close this afternoon for a long yuletide holiday extending until Monday, January 5. Final examinations at George Washington High School and at Woodrow Wilson Junior High will begin Thursday, January 22. They will cover the work of the first semester.

Students Make Holiday Gifts

Parents of Home Ec Girls To Receive Surprises For Christmas

Evidence that the Home Economics classes have the Christmas spirit is shown by the presents they made for their parents during recent weeks.

Mrs. Elizabeth Moseley's group has been working on various kinds of articles. Linda Jo Poole stuffed a race horse; Jean King made bedroom shoes; Mary Celle Flowers, Carolyn Heffinger, Nancy Cousins and Mary Fralin, padded clowns.

Carolyn Ashwnrth wove a belt, Phyllis Reynolds monogramed pillow cases, Margie Anne Shelton crocheted coasters and Jane Flynn crocheted soap bags for all her ten aunts.

Miss Louise Anthony's class prepared fudge and learned how to make Christmas table decorations.

Cordé bags, the most popular gifts in Miss Evelyn Simpson's class, were crocheted by Mary Penn Carter, Anne Penn, Mary Frances Powers, Frances Richardson, Agnes Powell and Mona Barker.

Nellie Goodson knitted a pair of socks and mittens and is now working on a sweater. Also crocheting and knitting were Barbara Austin, Barbara Ledford, and Lucille Tilly.

"The main trouble this group of girls had was getting their gifts away from the teachers," said Miss Evelyn Simpson, head of the Home Economics Department.

Latin Classes Do Xmas Translations

Changing Christmas stories into Latin from English has been the work of the Latin 1 students for the past weeks. The translations were based primarily on Biblical passages, chiefly those found in Luke 2, 8-16.

Pupila who handed in the best work, according to A. B. Wilson, were Alfred Mebane, Dot Bankhead, Suzanne Adams, John Booth, and Janet Allmond.

Members of the Latin 2 and 3 classes did similar translations, although this was not a part of their regular program.

Mr. Wilson stated that the students were enthusiastic about this kind of work.

Original Medieval Drama Is Presented by Students For Christmas Program

Piece de Resistance

Roger Lea, chief cook in "Miracle of the Castle" beams with happiness at his culinary achievements as he brings in the boar's head for the Yuletide feast. Hitchcock Photo

'The Day Was Dark and Dreary' When Santa Claus Became a Myth

By Jeanne Dyer

HOW did you feel? What did you do? Were you glad? Did you cry?

Such were the questions thrown at our stupified students when approached by your hopeful—or, should we say, hopeless-writer! The reason—to secure the answers to our questions of the year, "What was your reaction when you learned there was no Santa Claus?"

Lois Cowan was mad, not particularly because there was no Santa Claus, but because "all those people had been lying to me for so long and I believed them."

There's a cruel streak in the Farley family! Jean's big brother told her all about who Santa was and, when she wouldn't believe him, he made her sit on the top step on Christmas Eve and watch their Mother and Dad bring in the presents. After this she ran to her room and cried for hours. Ankie is a meanie!

Here's another villain for the books. Miss DeLamar said she was so furious that she immediately went out and told all the children on the block from the age of two on up. Dissillusioned youth...

Shirley Grogan didn't believe it at first and then cried all day. Gwen Hoelscher simply said, "I was crushed." For that speech Gwen had studied for 12 years—maybe the kid has talent!

From Buddy "Ole Man Mose" Barker came the statement, "I don't remember how I felt. I guess I'm so mature I've always known about it." Hey, Bud, was that wishful thinking?

So the answers ran from the ridiculous to the sublime. But we're kinda' siding with little Harold Keck and saying, "Ain't there one?"

Anything's Fun with 'The Christmas Song' on Your Lips

Whether these happy students are doing their Christmas dreaming or have finished their shopping a little early this year is still a mystery. At any rate, they seem quite pleased with themselves. Helen Heard, Frances Lindley, Bobby Reeee, Frances Richardson, Shirley Grogan and Dan Overbey, in displaying such beautifully wrapped packages with all the trimmings, remind us to watch our actions from now on if we want some like them, because "Santa Claus is Coming to Town". Barnes

Glee Club Songs Included in Play

Authentic Script Is Written By Miss D. Fitzgerald Of Faculty

With the great hall of a fourteenth century English castle as its setting, "Miracle of the Castle", a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 p. m., in the city auditorium. Admission to the performance was by guest tickets secured from the High School or from any one of the Danville churches.

Written by Miss Dorothy Fitzgerald of the GWHS faculty, the play authentically portrayed the observance of Christmas as it was done in medieval times, and included some of the rarer carols as well as familiar ones.

Cast Has Sixty Students

Hoping to establish a tradition of presenting a medieval play as part of GW's annual observance of Christmas, lavish preparations were made and properties procured. An outstanding feature of the presentation was the handsome costumes in satins and taffetas, and elaborate headdresses, all of which were indicative of the medieval period style. Of the sixty characters included in the cast, twenty were in court costume. Carolyn Phillips and Barbara Schumate assisted in making these gowns and robes.

The cast, most of whom are members of the Glee Club, combined dialogue and singing without destroying the continuity of the plot. Under the joint direction of Miss Fitzgerald and Miss Elizabeth Oliver, of the Music Department, these students held daily rehearsals in singing as well as speaking with the archaic English inflection.

Adams Has Chief Male Role

The plot of the play centers about *Lord Gilbert*, head of the great house, played by Sam Adams, who had not allowed the castle to celebrate the Yule season since the death of his two children, who, he believes, contracted a disease from the villagers whose annual custom it was to visit the great house on Christmas Eve.

His wife, *Lady Gwendolyn* (Jeanne Dyer), allows the customary preparations to be made, hoping that *Lord Gilbert* will forgive

(continued on page 6)

Dr. Shelburne, Guest Speaker

GW Glee Club Also Sings For Junior High Assembly

Dr. James M. Shelburne, pastor emeritus of the First Baptist Church, was guest speaker at the Junior High Assembly, on Friday, December 10, taking for his subject "How To Be Worthwhile To Yourself".

The Christmas story from Luke was read by June Stephens, while Dr. Shelburne led the responsive prayer.

"Hark the Herald Angels Sing", "It came Upon The Midnight Clear", and "O, Come All Ye Faithful" were sung by the GW Glee Club and audience.

Presenting a solo was Bill Evans, who sang "O, Holy Night" followed by the chorus singing, "Angels, We Have Heard on High" and "Christ of the Snow".

Dr. Shelburne, in discussing his subject said, "To be worthwhile to ourselves is to make sure our relationship with others is just what it ought to be."

Concluding the program, "Deck the Halls" and "Carol of the Bells" were sung by the Glee Club. Everyone joined in singing "Silent Night".

Grab your gal, don't delay,
The Senior Prom is on its way.

WY NEWS

We've finished four years at Wy High
Now our luck in the world we'll try.

Volume 27, No. 7 — Theodore Roosevelt High School, Wyandotte, Michigan — Thursday, January 22, 1948

98 to Graduate in R.H.S. Mid-Year Commencement

Band-Orchestra Concert Features Cello Soloist

Musicians March to Platform in New Uniforms; Bob Fairchild Gets Stripes

By Madge Pumroy

Strains of stirring music filled the Roosevelt Auditorium last night when the Roosevelt orchestra and band presented their annual winter concert.

John Soderberg, first celloist in the Scandinavian Symphony was featured as soloist. His selections were "Arioso" by Bech and "Gavotte No. 2" by David Pepper.

"Intermezzo" by Bizet, "Scheherazado Themes" by Rimsky Koraskov and a selection from Haydn's "Suprise" Symphony, "Minuet and Trio" were some of the works played by the orchestra under the beton of Aarne Olkkonen.

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AN IMPRESSIVE entrance was used by the band in their initial appearanre at the concert in their new uniforms. As the curtains were opened the audience beheld a stage bare, save for the drum section and equipment. As a drum roll was sounded the musicians marched down four aisles and onto the stage playing "United Nations."

"Cole Porter Selections" by D. Bennett, "Amparito Rocco" by J. Taxidor, and "Bobby-Sox Suite" by H. Walters were included on the band's program.

For the first time, the R.H.S. band and chorus of 100 voices combined to present F. Bendel's "Sunday Morning At Glion." The Wyandotte chorus and A Cappella choir worked under the direction of Miss Eleanore Bennink.

Conductor of the Roosevelt band, Kenneth Hauer bestowed Bob Fairchild, drum major, with his sergeant stripes during the program. It is the custom of this organization to present graduating seniors with their stripes earned while in this group.

Speed Demons Win Awards

Commercial Students Show Skill at Keys and Lines

Students in Miss Wanda Walker's shorthand IV class have been very busy this semester building up their speed, and have won many awards for their efforts.

Tops on the list of award winners are Joan Martti and Yvonne Boileau. Both have received bronze oins and rertificates from the Gregg Company for their speed of 120 words a minute. All the Gregg tests require 95% accuracy.

Students receiving gold pins and certificates for writing and accurately transcribing a test at the rate of 100 words a minute are Frances Burns, Jeannine Calcut, Doris Hogman, Delores Klan, Joan Martti, Dorothy Schneider, Evelyn Sell, Mary Jane Turski and Winifred Werner.

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CERTIFICATES for writing 80 words a minute were received by Marilyn Cates, Ruth Janneck, Geri Sickmiller, Laray Soncrant, and Shirley Striker.

Some of the members of Miss Walker's class also received certificates which makes them members of the Order of Gregg Artists. For this test, samples of the rates of the students are sent to the Gregg Company and then judged on their fluency, slant, proportion, and legibility.

Ruth Janneck received a pin for submitting the best paper of the whole group. Students who got certificates are Yvonne Boileau, Betty Brown, Frances Burns, Jeannine Calcut, Marilyn Cates, Mazie, Duthie, Beatrice Ensminger, Joyce Gibbard, Alice Gibson, Doris Hogman, Ruth Janneck, Bonnie Kennedy, Dolores Klan, Katherine Kramer, Nancy MacLellan, Joan Martti, Shirley Mintz, Margherite Noto, Catherine Russo, Dorothy Schneider, Evelyn Sell, Geri Sickmiller, Shirley Striker, Mary Jane Turski, and Winifred Werner.

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IN MISS FRANCES MacDonald's shorthand II class, six students received certificates for writing and transcribing a five minute test at the rate of 60 words a minute with 95% accuracy or better. These students are Delores Tomasik, Mona Martti, Suzanne Steinback, Jackie Leeper, Pat Thompson, and Margaret Kieronski. In her shorthand III

(Continued on page 2)

top 3

Girls Crowd No Man's Land

Top 3 Students in Class Show Absence of Males

When diplomas are handed out to the January graduating class, by the scholastic attainment of the three top highest, it will have been proven that girls are in the majority of honor students in this class. Happy over winning honors of being top students in their class are Alma Jean Church, valedictorian; Barbara Jeanne Sheets, salutatorian; and Barbara Mae Bible, third ranking student.

Alma Jean's average of 3.86 points indicates that most of her marks were A's. Barbara Jeanne's average was 3.71 and Barbara Mae's, 3.63.

All three have been active in their high school career, and found time to participate in outside activities, as well as keeping up in their studies. The three are members of the National Honor Society, national scholastic organization which requires, in addition to being among the top third in their high school studies; scholarship, leadership qualities, service, and character.

Alma Jean is also a member of Y-Teens, and was a former W.A.A. and A Cappella choir member.

Barbara Jeanne belongs to Y-Teens, Thespians, and G.A.A. She is an active member of the R.S.U. and former president.

Barbara Mae has been particularly active on the Wy News staff, as co-editor. She is also a member of Thespians, and of the A Cappella Choir, where she is a participant of the triple trio.

Alumnus To Give Concert

William Anderson, graduate of Roosevelt High School and music student at an Indiana college will present a piano concert in the school auditorium, Sunday, February 1, at 3 P. M.

The roncert is sponsored by Miss Mary Robinson's "History Through Literature" class. Com mittees are: advertising—Edward Feranc, chairman, Ellen Barr, Barbara Boothe, James Bonovitch, Marie Scott and Frank Zuleski; tickets—Betsy Dahlquist, Lois Littlewood, Sali Ebendich and Joyce Torangeau. An admission of 50c will be charged.

Orchestra Gets Ovation

Playing a varied program of modern and symphonic music the Roosevelt High School orchestra, under direction of Aarne Olkkonen provided the final assembly of the semester and was received with a thunderous ovation.

One of the most popular numbers was Wagner's "March of the Meistersingers" with Eugene Albers, student conductor wielding the baton.

Other favorites were "I'm Getting Sentimental Over You," "Sophisticated Lady" by Popela and "There's Something About a Soldier."

Bob Pogats directed the orchestra in "The Minuet and Trio" by Haydn. One of the most difficult selections of the program was Schubert's "Menuetto from the 5th Symphony."

Sing With Choir

Six students were chosen to attend the University of Michigan Saturday to sing with the Interlocken choir. With Miss Eleanor Bennink were Ila Schultz, Marian Brizzle, Herb Rushlow, Gene Rupert, Bob Fairchild, and Vincent Caruso.

Marian Deadhead who was in the Interlocken choir also sang.

Look Pretty!

Group pictures were taken for the senior annual last week on a two-day schedule.

Proofs of these pictures are expected within a week or two after which intensiva work will begin on the layout of the yearbook.

What's Cookin'

Torch club	Jan. 22
Thespian initiation	Jan. 22
Baccalaureate	Jan. 25
Commencement	Jan. 29
Senior Prom	Jan. 31
Piano concert by Bill Anderson	Feb. 1

EXAM SCHEDULE

Regular exams will be next Tuesday and Wednesday. The odd hour classes on Tuesday, and the even hour classes on Wednesday. The exam schedule is as follows:

Tuesday

1st hr.	8:30—10:00
3rd hr.	10:10—11:40
5th hr.	1:00— 2:30
7th hr.	2:40— 4:10

Wednesday

2nd hr.	8:30—10:00
4th hr.	10:10—11:40
6th hr.	1:00— 2:30
8th hr.	2:40— 4:10

9th hr. Thursday 8:30—10:00

March Across Platform Looms Large in Minds of Capped and Gowned Seniors

Family Honor

Alma Jean Church, valedictorian of the January 1948 class is the third member of her family to graduate with honors of the top three.

First of the Church family to receive honors was Esther, who ranked third in a class of 118 and was graduated in 1936. Her point total was 3.60.

Gerald was also third ranking student in his class of 157. His point total wes higher than his two sisters—3.88.

With David, now a member of 10 A and present president of R.S.U. now in Roosevelt, and a younger member of the family, Vernadell, who will enter the school in February, still to graduate, there is a possibility of five members of one family making top hoonrs.

BACCALAUREATE SPEAKER

Rev. Wm. F. Simon

Tribute Is Well Earned

For the entire school, the Wy-News desires to pay tribute to one of the finest of athletes who played his last game as a Bear Tuesday night and will graduate next Thursday.

Joe Catarino is outstanding because of his athletic ability, because of his steadying influence upon the other players, because of his citizenship and his all-out efforts in his studies as well as the contests he engages in.

Probably no other Roosevelt athlete—he was always a marked man—took so much punishment, and without losing that unruffled smile, or received so much praise without ever once getting the swelled head, as has Joe.

To those who follow on the athletic paths at Roosevelt, let us give this word of advice—"Do as Joe would have you do."

Wayne U. Psychologist Is Speaker; Baccalaureate Service Is on Sunday

The hour of 8 P.M. Thursday, January 29, 1948 will burn itself deep into the minds of 92 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates. Diplomas, handed to the class will change students to alumni. In addition there will be six veterans who will complete their high school work.

John C. Sullivan, professor of Educational Psychology at Wayne University, will give the main commencement address.

Program of the 88th commencement of the school will begin with playing of the "Menuetto" from the Fifth Symphony by Schubert, and "Coronation March" by the senior orchestra under direction of Aarne Olkkonen.

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AFTER SINGING of the "Star Spangled Banner" by the audience, Rev. H. N. Jackson will present the invocation. The girls glee club will sing "Out of the Dusk to You" and "Music."

After the commencement address the A Cappella Choir will sing "Dark Water" and "Swanee." Following presentation of diplomas, the orchestra will play "March of the Meistersingers" as the new alumni march slowly from the room.

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REV. WILLIAM F. Simon has been chosen to give the baccalaureate address to the class at the high school auditorium next Sunday evening. Invocation will be pronounced by Capt. Kenneth Boone of the Salvation Army and the benediction by Rev. Warren E. Hall.

"Prelude" and "Coronation March" will be played by the orchestra. A Cappella Choir will sing "Laudamus Te" and "The Lord's Prayer." The audience will sing "America" and "America, the Beautiful." Scripture lesson will be read by Rev. P. G. Trembeth.

Plan Visits of Students on Exchange

Busy Week Is Outlined For Pennsylvanians

Plans for the arrival of Pennsylvanian friends of the WAAC class are going full swing. A committee of five, with the help of Thomas Sparrow, class advisor, are drawing up the plans. A trip to Windsor, a visit to the top of the Penobscot Building to look over the Detroit area; a trip to the University of Michigan campus at Ann Arbor; a banquet for the parents, guests, and WAAC class members, and a tour through either the Chryaler or Ford automobile plant are on the agenda, after arrival of the visiting group.

County Fair, for the whole school, under the supervision of the class, is taking up efforts of the class. A study of each individual's position is also being done. Study of their vocations is being carried through by a series of reports from each individual on the different requirements of the local college for a specific vocation. A study of the Philadelphia area is also being done. The students report that they have found out many humorous customs of these Philadelphians, that makes the study much more interesting.

Last year's WAAC class are also busily occupied planning for the arrival of their Duluth guests in April. Various activities are ready for the approval of the Duluth guests, and are already on their way for acceptance.

On display in the journalism room 240 are copies of front page dummies prepared by members of the journalism class. These dummies show ideas of how the student would like the front page to look.

Nine Students Score All A's

With 40 students on the honor roll for the third marking period 10B's led the field. In second place were the 12B's with 39, followed by 9B—35, 11B—31, 9A—16, 12A—12, 11A—11 and 10A—8.

Nine of the 150 honor students were winners of all A's. The greatest number of all A students were in the 8A grade with three, or one-third of the total.

All A students are Joy Ann Hecox, Tom Higby and Barbara Jefferies for 9A; Shirley Browne and Ruth Ann Keachele, 10B; Robert Frey and Beverly Swanson, 12B; Barbara Sheets and Cleo Taylor, 12A.

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ON THE HONOR roll are: 0B—Forrest Arnoldi, Robert Bacon, Clifford Bartha, Marcia Boothe, June Bowman, Pegg Brown, Patricia Carson, Anthony Cavataio, Jane Clause, Barbara Friese, David Gardner, Darlene Goodrow, Doris Grahl, Joyce Hardin, Sally Harpham, Maureen Hoadgand, Jack Homeister.

Nancy Moore, Jean Murdock, Vera Neibauer, Jeanie Nicol, Betty Paice, Nancy Perry, Verna Price, Jo Ann Purcell, Lawrence Quid, Ruth Reid, Gloria Rasbury, Richard Sawitskas, Joan Snau, Laura Schonsheck, Carole Shopp, Alice Steinman, Cicelia Yasulevio and Genevieve Yuskis.

8A—Phyllis Baldwin, Kathleen Bartalotta, Carol Begeman, Joyce Bergeron, Sara Brodie, Gretchen Belky, Barbara Grier, Joy Ann Hecox, Tom Higby, Barbara Jefferies, Joan Kehrer, Larry LaBell, Phyllis Lively, Pan Pyszczynski, Sally Ann Shaw, Charles Williamson.

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10B—JEAN ADAMS, Nanette Allen, Charles Anderson, Billy Baxter, Susan Bills, Melva Bragenzer, Shirley Browne, Jean Bruce, Frances Bufe, Eunice Burkett, Audrey Coward, Daisy Mitzie, Shirley Ensminger, Dan Fogel, Joyce Gettleman, Mary Ann Goeder, Lucy Jane Griffin, Robert Griffin, Barbara Griffith, Steve Horvath, Audrey Janoskey.

Ruth Ann Kaechele, Phyllis Kaiser, Jean Kollever, Margorie Little, Doris Marklein, Ina McClelland, Richard Mihacsi, Gloria Moehr, Robert Paice, Edwin Pascoe, Carol Penegor, Walter Pieper, Mary Pierce, Rose Polczer, Dick Reinhard, Dorothy Sikes, Pat Stani, Jean Stoner, Shirley Szeregnyi, Rite Thomas, Tommy Thomas, Delphine Truskolaski, Marylou Wagar, Dorothy Wagner, Doris Waschelewsky, Betty Wilson, Patsy Witherspoon, Dorothy Wolverton.

10A—Shirley Fowler, Jean Harpham, Rosemary Lindsay, Miriam Morgan, Rosemary Nagy, Iris Pumroy, Fred Schleicher, Nancy Wesser.

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11B—Janel Ashley, John Bacon, Joyce Barnes, Robert Bergquist, Emma Jean Bloom, Barbara Boothe, Betty Brewer, Margaret Cerovsky, Caroline Conaway, Sally Ebendick, Catherine Fleischhacker, Malrolm Goodwin, George Harris, Robert Hensman, Phyllis Kiefer, Rosalie Kieronski, Jacqueline Leeper, Lois Littlewood, Priscilla Macomber, Helen MacPherson, Myrna Moomay, Josephine Nowak, Malcolm Ochs, Joyce Price, Jean Raven, Marie Scott, Joan Seltzer, Charles Shotell, Marion Steinbeck, Suzanne Steinbeck, Georgetta Zilka.

11A—Alfred Beecher, Pat Bell, Donna Blazevic, Louise Bush, Betty Cicotte, Jack Jefferies, Laureen Lee, Joanne Lodge, Gordoo Rosebrook, Joyce Van Horn, Dorothy Wysack.

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12B—GLADYS ALEXIA, Irene Baranowski, Paul Barrows, Martha Jean Beall, Stanley Bielac, Yvonne Boileau, James Bondy, Marion Brizzle, Rosemary Bywaters, Benjamin Charneski, Robert Frey, Richard Girardin, Gerald Gobb, Lindsay Halstead, Beverly Hanchett, Judy Henderson, Doris Hogman, Elvera Hulka, Diane Hunter, Donna Jones, Dolores Klan, Marilyn Larson, Joan Martti, Rosemary Nagy, Bonnie Nelson, Betty Plachta, Madge Pumroy, Alan Raine, Marion Readhead, Herb Rushlow, Betty Schroeder, Melvin Schuman, Eleanor Sell, Helen Shepard, Bill Stahlman, Donna Steiner, Beverly Swanson, Shirley Waltman and Ann Whitney.

12A—Mary Alice Ashley, Joe Caterino, Helen M. Davis, Delores Kalisewicz, Joyce Malcomson, Roy Meyers, Marjorie Murphy, Earl Northrop, Barbara Sheets, Cleo Taylor, Rite Wierciak and Mary Alice Wilson.

Typists Awarded Pins, Certificates

Each semester the Commercial club dips into its funds and purchases certificates and gold and silver pins for the students in the R.H.S. typing classes whose abilities warrant such awards.

Latest recipients of the gold pins award for typing 50-60 words a minute for 15 minutes with five or less errors are Bettie Cicotte and Nancy Harrison. The silver pin, for 40-50 words per minute on the same test, was received by Dorothy Wysack, Altina Karabin, Josephine Norwak, Margaret Cerovsky and Joan Simmons.

Phyllis Bragenzer, Lucille Robbins, Lena Russo, Jackie Leeper, Eugene Homeister, Rosalie Kieronski, Marion Steinbeck, Miriam Morgan, and Pat McCloy each received a certificate for typing 30-40 words per minute for 15 minutes with less than five errors.

Writers' Club Plans Magazine

The Writers' club of Roosevelt High School heve set their minds toward a high goal by deciding to publish a magazine about "School Life." The magazine is to come out early next semester with material furnished by many school students. The articles are to be taken from English classes and from students who feel they would like their work published.

Three new members have entered the club because of their writing abilities. They are Lois Littlewood, Jean Reven, and Marie Scott.

Feb. 1 Is Final Scholarship Date

Any high-school seniors interested in applying for a Regents-Alumni Scholarship at the University of Michigan should remember that the deadline is Feb. 1, 1948, states Prin. C. J. Whitney.

Necessary material for the application is available at the office of the principal as well as the full information as to how to send the application to the Registrar's Office at the University prior to the deadline.

At the present time there are over 800 students attending the Univarsity of Michigan on Regents-Alumni scholarships. There is a scholarship available to a qualified graduate of each accredited high school in the state.

R. S. U. Reviews Work Of Active Semester

By LA VONNE DRAEGER

With the semester drawing to a close, the R.S.U. reviews the activities they have accomplished during the semester.

A committee was chosen to take care of the sale of activity cards. This is the first year the project has been handled by the Union. It turned out to be one of the largest sales, with a nice profit for the treasury.

The former band room under the stage was made into the permanent place for all R.S.U. meetings. The meetings had been held in the small dining room previously.

Special pins were bought for students earning enough points to receive them. Those receiving the pins were Berbara Sheets, Robert Frey, Nancy Bluitz, Mary Ellen Hunter and Jack Grey.

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RECREATION during lunch hours was an added attraction. For only two cents a student rould come in and listen to records and talk with their friends.

Busses were chartered for each of the away football games. Students that didn't have a car to go in ware thus able to go by bus.

Pep rallies were held after school and assemblies held in order for the students to learn the cheers, and therefore boost the team's morale at the games.

The Grand Repids broadcast was one of the most successful activities, with much planning behind it. Those students who rouldn't attend the game got to hear it by a special radio broadcast, and cheered just as if they were right at the game.

• • •

A CHRISTMAS TREE, just like the ones back in grade school, was decorated on the middle landing to bring forth the Christmas spirit.

The main event on the agenda for the rest of the semester is the planning of the County Fair. Bob Frey, President, David Church, vice-president, Iris Pumroy, recording secretery, Dan Fogel, corresponding secretary, and Rosemary Bywaters, treasurer, are the newly elected officers for next semester who will carry through the plans.

Audio Visual Calls Teachers

Four teachers of the Roosevelt Audio-Visual Aids committee will attend the third annual Michigan Audio-Visual Conference held at the Reckham Building in Detroit January 28-30.

Among the teachers from Wyandotte ,those representing Roosevelt High are Lewis Murphy, chairman of the Wyandotte group; Miss Mary Robinson, Harold Smith, and Lyle Lyon. Mr. Murphy is also a member of the Local Arrangements committee at the conference.

FOG AND WOLVERINES

University of Michigan Club Will Show Bowl Pictures

The Roosevelt High School auditorium will be turned into a miniature rose bowl next Monday night when pictures of the Michigan-Southern California gridiron track meet will be shown under sponsorship of the University of Michigan club in Wyandotte. Clare F. Allen of the Cahalan Drug stores, is general chairman of the event.

At 6:30 the movies will be shown to the football squads of the Down River district and the Border Cities League. Jack Henderson, director of athletics, will have general handling of tickets for this event and will contact each of the schools to learn their ticket needs. Members of the band will also be invited for this showing.

A second program at 8:00 o'clock will be open to any person desiring to see the pictures of how Michigan cast a heavy fog over the usual sunshine of the Southern California team. An admission of 50 cents plus tax will be charged for this second showing. Tickets may be obtained at the Cahalan Drugstores.

Dr. Andrew Frostic is president of the Wyandotte University of Michigan club.

Slinky Maidens Deck Out Prom

Red paint, wine bottles, charcoal figures, and just an umpteen number of other things are cluttering the art room these days. The answer to all this is the annual preparation for the Senior Prom. With the theme being a French Cafe', Shirley Fowler, Betty Plachte, and Barbara Boothe have begun operations towards producing slinky French maidens in charcoal, for decorations.

Even though Wayne Yanz is sponsor of the prom art this year, Miss Marion Pulver's classes are cooperating. Her first hour class is exceptionally busy bunting up cericatures of famous people which also might be used for charcoal decorations.

Examples of Columns

Clubs
Are
Trumps

Contemporaneamente . . .
...a Spanish word, was dissected into 19 Spanish words at the club's Mexican Christmas party, Monday, Dec. 8, in the faculty dining room, according to Miss Thompson, faculty sponsor.

Included in the games played was pinata, an old Mexican Christmas game. The club's paper pinata, made in the shape of a flower, was filled with hard candy. Allowed three strikes each, the blind-folded players attempted to break it with a bat until Frances Falcon, 104, succeeded in hitting it.

Death . . .
...was the topic of Henry Schwarcz, 364 freshman, at the Math-Science club Tuesday, Dec. 9, according to Tom Stockebrand, 104, president.

Henry, who has been studying radio, nuclear physics, and other scientific subjects for several years, talked about the causes and effects of death, methods to commit murder, and types of biological and atomic warfare.

Discussing plans for next semester, Tom asserted that he hoped the club's goal of 30 members would be reached by February. "With increased membership, we shall be able to go on field trips and excursions in the Chicago area," he explained.

The Evanstonian
Evanston Township High School
Evanston, Illinois

Examples of Columns

Clubs
Are
Trumps

Contemporaneamente . . .
...a Spanish word, was dissected into 15 Spanish words at the club's Mexican Christmas party, Monday, Dec. 8, in the faculty dining room, according to Miss Thompson, faculty sponsor.

Included in the games played was piñata, an old Mexican Christmas game. The club's paper piñata, made in the shape of a flower, was filled with hard candy. Allowed three strikes each, the blindfolded players attempted to break it with a bat until Frances Falcon, 10‡, succeeded in hitting it.

Death . . .
...was the topic of Henry Schwarcz, 334 freshman, at the Math-Science club Tuesday, Dec. 9, according to Tom Stockebrand, 10‡, president.

Henry, who has been studying radio, nuclear physics, and other scientific subjects for several years, talked about the causes and effects of death, methods to commit murder, and types of biological and atomic warfare.

Discussing plans for next semester, Tom asserted that he hoped the club's goal of 50 members would be reached by February. "With increased membership, we shall be able to go on field trips and excursions in the Chicago area," he explained.

The Evanston
Evanston Township High School
Evanston, Illinois

Fashions

Echoing through the halls of Stonewall are such terms as Gibson girl and ballerina skirts. Lovely example of a Gibson girl is Patty Carroll in her white blouse with full sleeves adorned with a lace collar, accented with a black taffeta bow to match her long swishing ballerina skirt.

Other girls having that Gibson look are Margaret Skidmore, Natalie Cochran, Jo Fennell, Aileen Reveal, Jo Ann Margolis, and Mary Young.

* * *

"Chic" is the word for Ann Robinson's Gibson girl dress in light and dark aqua set off with a bow at the neck.

Something new has been added! In a gay panorama of color scarves are being thoroughly accepted to add sparkle to sweaters, blouses, and suits. Miss Opal Dean accents her burgundy suit with a rayon scarf of floral pattern draped casually around her neck and tied in a loose knot.

Catherine Butterworth compliments her blue suit with a fuschia silk scarf. Harriet Bloomberg enhances her blue eyes with a blue silk scarf worn with a smart gray wool suit.

* * *

Hooded coats with flare backs are the vogue now. Yvonne Boggess has a very pretty brown plaid, finger tip one. Contrasting with her dark hair Pat Taylor appears very chic in her long kelly green coat. Diane Vantaelen compliments her light hair with a dark blue coat. Brown and green plaid for Betty Henson. The flare back looks smooth in her light green plaid coat.

Soft and feminine are those angora sweaters coming in a variety of pastels. Marjorie Hall looks chic in hers, as do Jean Withrow, Marilyn Hamrick, Barbara Overstreet, Jo Ann Pring, Nancy Wyatt, Mary McCloud, Barbara Ewing, Annabelle Thomas, Patty Ewing, and Wanda Woodrum.

The Jackson Journal
Stonewall Jackson High School
Charleston, West Virginia

Fashions

Echoing through the halls of Stonewall are such terms as Gibson girl and ballerina skirts. Lovely example of a Gibson girl is Patty Carroll in her white blouse with full sleeves adorned with a lace collar, accented with a black taffeta bow to match her long swishing ballerina skirt.

Other girls having that Gibson look are Margaret Skidmore, Natalie Cochran, Jo Pennell, Aileen Revael, Jo Ann Margolis, and Mary Young.

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Catherine Butterworth complimentes her blue suit with a Lucania silk scarf. Harriet Bloomberg enhances her blue eyes with a blue silk scarf worn with a smart gray wool suit.

* * *

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Soft and feminine are those angora sweaters coming in a variety of pastels. Marjorie Hall looks chic in hers, as do Jean Hilliow, Marilyn Hamrick, Barbara Overstreet, Jo Ann Spring, Nancy Wyatt, Mary McClure, Barbara Ewing, Annabelle Thomas, Patty Ewing, and Wanda Woodrum.

The Jackson Journal
Stonewall Jackson High School
Charleston, West Virginia

As We See It. . .
By the managing editor

THE STAFF members of THE EVANSTONIAN owe a vote of thanks to the Shoreline Press for printing this paper. In contrast with the most unfavorable conditions which the Sun, News, and other Chicago papers are enduring, we believe that THE EVANSTONIAN is very fortunate.

* * *

ONLY ONE obstruction lies in the road of the United Nations. It is the peoples of the world. Until they back up the decisions of the United Nations, they will be ineffectual. For example, we offer the Palestinian issue: this problem was the first major one in the United Nations on which both Russia and the United States agreed. However, even though the United Nations made the decision that Palestine be divided, the plan will not go into effect until the Arabs and the Jews consent.

We give this example as proof that no matter how good the United Nations is, the final authority rests with the individual peoples of the world and particularly with the countries directly affected.

* * *

THE MUSIC department should be commended on the 1947 Christmas Music Festival. Even though it has not yet been presented, the festival represents ETHS's gratitude to Evanstonians who support our school. This festival, given by approximately 88 students and faculty members, is the school's gift to the community.

The Evanstonian
Evanston Township High School
Evanston, Illinois

Inquiring Reporter
Probes for Book
Favorites

"What was the book you enjoyed most during the past month? Lourdes' inquiring reporter elicited the following answers from faculty

As We See It. . .
by the managing editor

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* * *

THE MUSIC department should be commended on the 1947 Christmas Music Festival. Even though it has not yet been presented, the festival represents EVHS's gratitude to Evanston-ians who support our school. This festival, given by approximately 80 students and faculty members, is the school's gift to the community.

The Evanstonian
Evanston Township High School
Evanston, Illinois

Inquiring Reporter
Probes for Book
Favorites

"What was the book you enjoyed most during the past month?
Loureen' inquiring reporter elicited the following answers from faculty

members and students.

Sister Adelaide read Kingsblood Royal by Sinclair Lewis. "Anyone with a degree of racial antagonism will like this book."

Boys will enjoy Irving Marsh's Best Sports Stories of 1947, recommended by Pat McCarthy '48.

Joan Borman '50 says "Benedict and Nancy Freedman's Mrs. Mike is a good, human and adventurous story."

Sister DeLourdes read the Miracle of the Bells and says, "This book is for adults and high school students." By the way, The Bells is being made into a motion picture.

James Kaye '48 reports that Betrayal From the East by Alan Hyrd is a book full of espionage stories.

Seventeenth Summer by Maureen Daly is super-duper for girls, says Jeannine Gendron.

If you haven't read any of these books, why not visit the library?

The Lourdes
Lourdes High School
Marinette, Wisconsin

SOCIAL
JOTTINGS

Mary Masuck '48 is goint to visit her cousin in New York for a week of the Christmas vacation.

Lucille Mendes '48 was proud to relate that a friend of hers recently caught a two hundred pound, eight point deer.

Pat McCarthy '48 is having a few of her relatives visit her for Christmas day.

Rita McIntyre '48 is entertaining her uncle on Christmas Day.

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Anna LaRagione '48 and Laurian Lalli '48 were two of the rooters at the weekly Agawam A. A. football game.

Rita Lasorsa '48, Peggy Jones '49, and Barbara Jones '49 were in the Holy Family Minstrel directed by Bob Driscoll.

Anna Rau '49 recently went to New Jersey to visit her uncle who was a prisoner of war

Agnes Yesacavage '50 has an interesting hobby of collecting poems.

Commerce

High School of Commerce
Springfield, Massachusetts

JUDY

NOT DAD'S OLD FASHIONED. . .
Question on the Pepsi-cola scholarship exam: "What hits the spot?"

* * *

HIGH AND DRY . . .
One great improvement has taken place since the last basketball season: The Kit cagers no longer have to swim while dribbling the ball. The reason? The Beardsley gym radiators have stopped dripping.

* * *

THE JANITORS TELL US. . .
According to the statistics compiled at the end of last year, 200 pieces of bubble gum are under each cafeteria table.

* * *

TECHNICOLOR, YET. . .
Science uncovers many amazing things, but the latest is nothing less than magic: a bubble gum company guarantees that if you chew one piece of yellow gum and one of blue, you can amaze your friends by blowing green bubbles.

* * *

WE SHOULD LIVE SO LONG. . .
LIFE stated that the casual crowd no longer

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* * *

WE SHOULD LIVE SO LONG. . .
DITH stated that the casual crowd no longer

says "drop dead." Now is is "DDT" or "drop dead twice," but we feel that a great advance in culture has been made by the local introduction of a new expression, "Drink Drano!"

* * *

DAISEY AIR RIFLES, MAYBE. . .
To the boys in the corps, an apology: In the last issue of THE EVANSTONIAN, we stated that lads in the general assembly color guard carried guns. It seems that the word is rifles. We're sorry.

The Evanstonian
Evanston Township High School
Evanston, Illinois

NOTES
TO YOU

If you want to hear some music smoother than whipped cream, then pull up a chair and latch on to some of these platters. "The Swanee River Blues," "Tuxedo Junction," or "The Drummin' Man," by Gene Krupa will make you groovy (by gently beating your head on the wall.)

If you are collecting some solid disks, these precious collector's items will top off your list with that special zest added: "Blue Flame," and "Bijou," by Woody Herman; "Green Eyes," by Helen O'Connel; and "Intermission Riff," by Stan Kenton.

--By Tom Hebein '48

Worth listening to in a classical mood are Brahm's Hungarian Dances No. 5 and 6, the music from the movie "Undercurrent" which is recorded on a 12-inch disc and the "Ritual Fire Dance" expertly done by Artur Rubenstein.

Fast becoming a favorite of many is Wagner's "Love Music" from Tristan and Isolde. You concerto enthusiasts would love Rachmaninoff's No. 2 in C Minor, which contains the familiar theme known to many as "Full Moon."

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There is a new recording of a Toscannini album, on non-breakable plastic records, called "Rossini's Overtures" that would thrill any music lover.

--By Jane Wambach '48

The Foursquare
Messmer High School
Milwaukee, Wisconsin

COMBINATION HEAD A headline, the first deck of which extends over related stories and possible a cut. See Wy News, page 37, for an example of a combination head:

Banner headline -
98 to Graduate in R.H.S. Mid-Year Commencement
3-col. *deck -
March Across Platform Looms Large
in Minds of Capped and Gowned Seniors
2-col. deck -
Wayne U. Psychologist Is Speaker;
Baccalaureate Service Is on Sunday
This combination head extends also over four *cuts and three related stories -
1. Girls Crowd
No Man's Land
2. Family Honor
3. Tribute Is Well Earned

COMPOSING ROOM The room where the paper is set in type for printing.

COMPOSITE STORY A story that has many related incidents each of which may be handled by a different reporter. See Wy News, page 37, for an example of a composite story on a high school graduation.

COPY Copy is the term given to all written material prepared for publication in a newspaper.

Preparation of copy:
1. Use unglazed, white, (or manila) paper of uniform size. The 8½ by 11 inch size is preferred.
2. Write legibly. Use a typewriter whenever possible.
3. In typewritten copy use double or triple spacing.
4. In handwritten copy write on every second line (on lined paper) or allow plenty of space (on unlined paper).
5. "Print" out in capitals all proper names, technical terms, and any words that may be difficult for the compositor to decipher.
6. Indent paragraphs at least one inch.
7. Use one side of the sheet only.
8. Begin your story about the middle of the first sheet. The blank space above is for the headlines or titles, usually written after the story is complete (in the style of the publication).

COMBINATION DECK A headline, the first deck of which extends over related stories and possible a cut. See My News, page 37, for an example of a combination head:

Banner headline -
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3-col. deck -
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in Minds of Capped and Gowned Seniors
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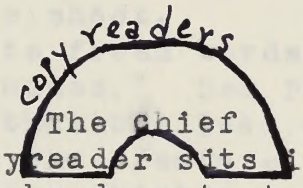
9. Be careful in writing the letters, a,e,i,o,m,n, u,w,r,s, and v.
10. In handwritten copy use a soft, black pencil.
11. Allow a one-inch margin on either side of the sheet and at the bottom.
12. Check copy very carefully for any errors of fact, technical English usuage, violations of the style book, spelling of proper names, etc.
13. Do not write over figures or words; scratch out and rewrite.
14. Do not put more than one story on a single sheet of paper.
15. Write your name in the upper right-hand corner of the first sheet.
16. Number your sheets consecutively at the top with a circle around the number.
17. Use a readily removable clip to hold your pages together at upper left corner.
18. Do not roll or fold your manuscript.
19. Place # or XXX at the end of every completed story.

Reference: Official Style Book, Columbia Scholastic Press Association, page 5.

COPY DESK The desk at which the copy is edited and headlines are written.



The chief copyreader sits in slot and hands out stories to be copyread and headlined.

COPYREADER One who works at the copy desk.

COPYREADING The process of editing or revising copy according to the style book. Some school papers have copy desks and students who act as copyreaders. In other schools the editor designates members of the regular staff to copyread material.

Equipment and qualifications:

1. A style sheet that indicates the *style the paper follows.
2. A knowledge of the standard *copyreading marks.
3. A dictionary.
4. A soft black pencil.
5. A sense of *news.
6. Good justment.
7. Accuracy.
8. Alertness. The copyreader must challenge every fact, every name, almost every word.
9. Wide knowledge.

Duties of the copyreader:

1. Write headlines.
2. Revise and mark copy for the printer.
3. Correct all mistakes in spelling, punctuation and grammar.
4. See that the stories are well-written, have strong, interesting leads, and follow the style sheet.
5. Substitute fresh words for dull, trite words and "bromides." See PART II.
6. Be sure that the lead contains the news "peg" or the *feature.
7. Check names, titles, and initials.
8. Eliminate editorializing.
9. Condense and improve the story but do not rewrite it. If rewriting is necessary, the copyreader should send the story back to the editor or reporter.

COPYREADING MARKS Everyone who writes for the newspaper should become familiar with the marks used by the copyreader.

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Symbols	Meaning
boston or boston	Capitalize.
Webster Street	Do not capitalize.
7	Spell out the number.
seven	Write in figures.
Blvd.	Write out.
Boulevard	Abbreviate
¶	Paragraph marks.
the team tired or	Transpose the words.
thier	Transpose the letters.
extra-curricular	Join the words.
goodnight	Separate the words.
"break"	Quotation marks.
St. or St. or St.	Indicate periods.
Boston University	Caps and small caps.
The Chatterbox	Indicates italics.
Needham High School	boldface
Strains of stirring music filled the large auditorium last night when the Yarmouth orchestra presented their annual winter concert. John Smith played for president	Ways of bridging omitted words and joining paragraphs.
Vote today.	A caret indicates words to be inserted.
# 30	*Endmarks

A Copyread Paragraph

Various christmas projects are being made by the many classes. Greeting cards, Queen Anne Stools, aprons, 1,500 programs for the Christmas concert, and aluminum trays are the most popular gift items. ¶ The boys in Mister Norman Eberhardt's 8A woodshop are also trying to make making paper plastic knives of various colors.

References: Spears and Lawshe, Ch. 9; Savidge and Horn, Ch. IX and XII.

Symbols	Meaning
boston or boston	Capitalize.
Webster Street	Do not capitalize.
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thyer	Transpose the letters.
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"break"	Quotation marks.
8th, or 8th or 8th	Indicate periods.
Boston University	Caps and small caps.
The Chatterbox	
Reading High School	Indicates italics.
Strains of stirring	bold face
music filled the large	
auditorium last night	
when the Varsity	Ways of bridging
orchestra presented their	omitted words and
annual concert together.	joining paragraphs.
John Smith girls	
for president	
Vote today.	
(30)	A caret indicates
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	Endmarks

A Copyread Paragraph

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Greeting cards, Queen Anne stools, approx. 1,500 programs for the Christmas concert, aluminum trays are the most popular gift items. The boys in Miss Norman Schneider's woodshop are also trying to make mailing paper plastic knives of various colors.

Reference: Square and Compass, Ch. 5; Savidge and Horn, Ch. IX and XII.

COVER To cover a story means to gather all the available information and then to write the story.

CREDIT LINE A line in a story or a picture acknowledging the courtesy of another publication.

CRITICAL REPORTING In the school newspaper, critical reporting amounts to an almost straight news coverage of musical events, dramatic productions, art exhibits, motion picture reviews and book reviews. Critical reporting includes *advance stories, *follow-up stories, and*feature stories about the historical background of the events, the performers, the play, and other feature angles of the event. These stories are usually written under by-lines.

Writing the review

1. Music and Drama
   a. Material to be covered: performers, staging, lighting, plot, direction, cast, musical selections, and composers.
   b. Reaction of the audience.
   c. Synopsis of the plot.
   d. Comment limited to facts not opinion.

   For three examples of the reporting of concerts, see the Wy News, page 37:
   Band-Orchestra Concert
   Features Cello Soloist
   and
   Orchestra
   Gets Ovation
   and The Custer Chronicle, page 103:
   Carols, Concert
   Complete Roster
   Of Yule Season
2. Book reviews
   a. The review may be either a factual summary or a critical summary.
   b. It must have an interesting lead.
   c. It must not reveal too much of the plot.
   d. It must discuss the author's purpose and decide how well he has realized it.
3. The art exhibit
   a. What medium of art (oils, water color, pastels, charcoal, etc.) is the exhibit displaying?

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a. What medium of art (oils, water color, pastels, charcoal, etc.) is the exhibit displaying?

b. Interview the art teacher or the sponsor of the exhibit.
c. Include the facts of the exhibit--time and place, artists, number of works, winners and awards.

Examples of Critical Reporting

Original Medieval Drama
Is Presented by Students
For Christmas Program
Glee Club Songs
Included in Play

Authentic Script Is Written
By Miss D. Fitzgerald
Of Faculty

With the great hall of a fourteenth century English castle as its setting, "Miracle of the Castle", a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 p.m., in the city auditorium. Admission to the performance was by guest tickets secured from the High School or from any one of the Danville churches. (Lead)

Written by Miss Dorothy Fitzgerald of the GWHS faculty, the play authentically portrayed the observance of Christmas as it was done in medieval times, and included some of the rarer carols as well as familiar ones. (Details in a decreasing order of importance)

Cast Has Sixty Students

Hoping to establish a tradition of presenting a medieval play as part of GW's annual observance of Christmas, lavish preparations were made and properties procured An outstanding feature of the presentation was the handsome costumes in satins and taffetas, and (More details)

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(More de-tails)

elaborate headdresses, all of which were indicative of the medieval period style. Of the sixty characters included in the cast, twenty were in court costume. Carolyn Phillips and Barbara Schumate assisted in making these gowns and robes.

The cast, most of whom are members of the Glee Club, combined dialogue and singing without destroying the continuity of the plot. Under the joint direction of Miss Fitzgerald and Miss Elizabeth Oliver, of the Music Department, these students held daily rehearsals in singing as well as speaking with the archaic English inflection.

(More details)

Adams Has Chief Male Role

The plot of the play centers about Lord Gilbert, head of the great house, played by Sam Adams, who had not allowed the castle to celebrate the Yule season since the death of his two children, who, he believes, contracted a desease from the villagers whose annual custom it was to visit the great house on Christmas Eve.

(Synopsis of the plot)

His wife, Lady Gwendolyn (Jeanne Dyer), allows the customary preparations to be made, hoping that Lord Gilbert will forgive the villagers and welcome them once again. Not until his other two children (Joan Clark and Pete Moses) disappear and are returned by the townfolk does he relent, and, even during the gay festivities that follow, his heart is still heavy with loss.

Nativity Is Shown

When a band of players seek refuge from the snow and offer to give their interpretation of The Nativity in return for Lord Gil-

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Activity is Shown

When a band of players seek refuge from the snow and offer to give their interpretation of the Nativity in return for Lord Gil-

(More details)

(Synopsis of the plot)

bert's kindness, the master of the castle, moved by the beauty of the Christmas message, kneels in humble penitence before the scene of the Christ Child.

Others in the play who had speaking parts include: Betha, the Nurse--Betty Williams; Jester--Bobby Jones; Steward--Buddy Barker; Pages--Nancy Willard and Maxine Rambesis; Lady Alice--Shirley Grogan; Lady Eleanor--Caroline Traynham; Cook--Roger Lea; Sir Edward--Bill Evans; Sir John--Whitfield Sublett; Minstrel--E.C. Moon; Stewardess--Nancy Headspeth; Decorators--Barbara Anderson, Lois Cowan, Nina Farthing, Peggy Nichols; Serving Men--Joe Wellman, Russell Keck; Village Funster--Martha Pritchett; Master of the Players--Morris Burns; Shepherds--Elton Saunders, Ed Foley, Eddie Gatewood; Angels--Nancy Holland, Louise Reeves. (The players)

Shepherd boy--Joe Reynolds; Stable boy--Clay Gardner; Mary--Doris Crews; Joseph--Al Hill; Melchoir--Edwin Henderson; Casper--Billy Jones; Balthazar--Frank Turner.

Members of the stage crew who designed and constructed the set along Gothic lines were: Russell Keck and Joe Wellman--co-chairmen: Jimmy Keck, Slim Lockerman, Buddy Martin, Leonard Scruggs. William Dudenhausen and Lefty Wilson were faculty advisers for this committee. (Least important details)

The Chatterbox
George Washington High School
Danville, Virginia

Gerd's Kindness, the master of the castle, moved by the beauty of the Christmas message, kneels in humble penitence before the scene of the Christ Child.

Others in the play who had speaking parts include: _Bertha_, the Nurse--Betty Williams; _Jester_--Bobby Jones; _Steward_--Buddy Barker; _Page_--Nancy Willard and Martha Lambeats; _Lady Alice_--Shirley Grogan; _Lady Eleanor_--Carolina Traynham; _Cook_--Roger Lee; _Sir Edward_--Bill Evans; _Sir John_--Warfield Sublett;

Michael--C. C. Moon; _Steward_--_Sas_--Nancy Beadenoth; _Reporters_--Barbara Anderson, Doris Cowan, Nina Berthing, Peggy Nichols; _Serving Men_--Joe Williams, Russell Beck; _Village Runner_--Martin Pritchett; _Master of the Players_--Morris Jones; _Shepherds_--Milton Saunders, Ed Foley, Eddie Gatewood; _Angels_--Nancy Holland, Doris Reaves.

Shepherd Boy--Joe Reynolds; _Stable Boy_--Clay Gardner; _Mary_--Doris Crews; _Joseph_--Al Hill; _Melchoir_--Edwin Henderson; _Caspar_--Billy Jones; _Balthazar_--Frank Turner.

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(The players)

(Least important details)

The Chatterbox
George Washington High School
Danville, Virginia

Speech II Students
Deliver Radio Play

Instructor, Students
Record Original Skit

"We the People," an original radio play by Miss Adell Schott, speech instructor, commemorating Lincoln and Washington's birthdays, will be broadcast to the school by members of speech II classes Wednesday, Feb. 18, at 8:30 a.m.

The drama will be broadcast from a recording done earlier on the tape recorder. This recording will remain in the permanent files of the school.

Members of the cast include announcer, Gloria Cohen; narrator, Norbert Sweet; citizen, Mayrietta Rietz; Mr. America, John Haney; Conway, Robert Fink; Washington, Richard Rehmer; voice I (at Gettysburg), Gordon Kaiser; and Abraham Lincoln, Richard Champney. Voices in the crowd scenes are those of Gloria Cohen, Jack Gerhard, Gordon Kaiser, Bruce Kitzrow, Frank Osborn, George Schwei, and Norbert Sweet.

Stressing the idea that a postwar problem must be solved by the people working together, the play will dramatize how Lincoln and Washington realized this fact in their times. The play will point out that a government must carry out the will of the people.

Sound recording was directed by Mr. Donald Mereen and his Visual Service cadets; Roberta Froelich served as technical assistant.

Miss Schott wrote the play when she taught at Rufus King, where it was also recorded. The dramatization has been under temporary copywrite.

Speech II Students
Deliver Radio Play

Instructor, Students
Record Original Skit

"We the People," an original radio play by Miss Adell Sobott, speech instructor, commemorating Lincoln and Washington's birthdays, will be broadcast to the school by members of speech II classes Wednesday, Feb. 12, at 8:50 a.m.

The drama will be broadcast from a recording done earlier on the tape recorder. This recording will remain in the permanent files of the school.

Members of the cast include announcer, Gloria Cohen; narrator, Norbert Sweet; citizen, Marylette Ritter; Mr. America, John Haney; Conway, Robert Vinh; Washington, Richard Reimer; voice 1 (at Gettysburg), Gordon Laiser; and Abraham Lincoln, Richard Champney. Voices in the crowd scenes are those of Gloria Cohen, Jack Gerhart, Gordon Laiser, Bruce Litzrow, Frank Osborn, George Schwal, and Norbert Sweet.

Stressing the idea that a postwar problem must be solved by the people working together, the play will dramatize how Lincoln and Washington realized this fact in their times. The play will point out that a government must carry out the will of the people.

Sound recording was directed by Mr. Donald Mersen and his Visual Service cadets; Robert Proellick served as technical assistant.

Miss Sobott wrote the play when she taught at Rufus King, where it was also recorded. The dramatization has been under temporary copyright.

The Washington Scroll
Washington High School
Milwaukee, Wisconsin

'Willow Hill' Portrays Family Involved in Racial Problems (A critical summary)

By Judith Cohen, '51

Action-packed and thrilling best describe the complications and events leading to a solution of racial discrimination against Negroes, problem number one, in "Willow Hill," by Phyllis Whitney. The Colemans are a divided family; Mrs. Coleman meekly follows Mrs. Manning and her crowd in protesting the large group of Negroes who move to Willow Hill to work in one of the biggest factories. Her husband, Nick, and daughter, Val, are on the other side of the fence.

Angular Val; peppy, vivacious Judy Piper, her best friend; Steve Reid, son of one of Nick's friends, staying at the Coleman's; and Tony Millard, class president, basketball star, and the object of every girl's swooning, come upon the scene one by one.

Excitement rises to the peak when the trouble reaches the high school. Tony, you see, is under his father's influence; both are intolerant, through and through. Yet Tony is really a swell kid except for his prejudices.

The two characters lead intelligent people to believe that good Negroes are "exceptions," bad ones the rule. As if a swirling stream rushed madly through Willow Hill, everyone becomes involved; fast and furiously, the reader is carried from event to event in order to depict the friction between white and black. The appointment of editor-in-chief of the "Wand," the high school paper, reveals a colored girl, Mary Evans, competing with Val; Mary's brother, Jell, conflicts with Tony Millard on the basketball floor; the game with Henderson and its repercussions neatly climax the complications bringing Tony, for the first time, to see his new neighbors in a just manner. The final touch is added for Val and Judy at the breathtaking

<u>The Washington Scroll</u>
Washington High School
Milwaukee, Wisconsin

'Willow Hill' Portrays Family (A Critical
Involved in Racial Problems summary)
By Judith Cohen, '61

Action-packed and thrilling best describe the complications and events leading to a solution of racial discrimination against Negroes, problem number one, in "Willow Hill," by Phyllis Whitney. The Coleman are a divided family; Mrs. Coleman meekly follows Mrs. Manning and her crowd in protesting the large group of Negroes who move to Willow Hill to work in one of the biggest factories. Her husband, Nick, and daughter, Val, are on the other side of the fence.

Angular Val; peppy, vivacious Judy Piper, her best friend; Steve Reid, some of one of Nick's friends, staying at the Coleman's; and Tony Millard, class president, basketball star, and the object of every girl's swooning, come upon the scene one by one.

Excitement rises to the peak when the trouble reaches the high school. Tony, you see, is under his father's influence; both are intolerant, through and through. Yet Tony is really a swell kid except for his prejudices.

The two characters lead intelligent people to believe that good Negroes are "exceptions," bad ones the rule. As it a swirling stream rushed madly through Willow Hill, everyone becomes involved; fast and furiously, the tempo is carried from event to event in order to depict the friction between white and black. The appointment of editor-in-chief of the "Wand," the high school paper, reveals a colored girl, Mary Evans, competing with Val; Mary's brother, Jeff, conflicts with Tony Millard on the basketball floor; the game with Henderson and its repercussions nearly climax the complications bringing Tony, for the first time, to see his new neighbors in a just manner. The final touch is added for Val and Judy at the breathtaking

country club dance.

There are usually two methods of bringing out something good. The first, is by preaching often with unsatisfactory results; the second, the technique used in "Willow Hill." You are not forced but just gently pushed into a novel of purpose, portrayed by very realistic characters.

The old expression about people "just like your neighbors" certainly fits this story like a glove. Your reporter was fascinated by the book's simplicity and sincerity.

The Custer Chronicle
Custer High School
Milwaukee, Wisconsin

Depict Chaucer's Period in Paintings

"The display on my back board?" queried Mrs. Frances Liston. "Oh, that is just a product of my English V group. Recently I told them that they were to bring to class their interpretations of one of their favorite characters of Chaucer's "Canterbury Tales.'"

(Interview)

Catching the eye were the water-color drawings of Jean Hartman depicting the Cook, Court Jester, Nun, wife of Bath and various headdresses of the 14th century.

(Medium of art)

On further investigation the reporter spied Blanche Lukin's handsome Squire along with Jerry Rothchild's comedy version of the same character singing to his loved one. Also the Knight, the Cook and the Prioress were the delightful favorites of Fleur Aylesworth, Barbara Budde, Gloria Kustin, Jane Albert, Gloria Grossman and Bob Yonders.

(Details of the exhibit)

The fat, bald-headed monk with eyes like the fire under porridge,

country club dance.

There are usually two methods of bringing out something good. The first, is by preaching often with unsatisfactory results; the second, the technique used in "Willow Hill." You are not forced but just gently pushed into a novel of purpose, portrayed by very realistic characters.

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The tall, dark-haired mom with eyes like the fire under porridge,

drawn by both Marrianne Hamley
and Gladys Batchelor completed the
exhibition.

Black and Gold
Heights High School
Cleveland Heights, Ohio

Seeing Things
With Jack Kaufman

"Tawny Pipit," the enchanting British comedy currently at the Little Carnegie, combines delicious satire with delightfully exaggerated characters. The plot concerns the nesting of two little birds, tawny pipits, near a rural English village. Although the nation is engaged in war, the villagers vow to protect the unique pair and their eggs, since this is only the second time in England's history that tawny pipits have come to nest in that country. The resulting complications will captivate and amuse you to no end.

"Shoe-Shine"

Another praiseworthy movie, far removed from "Tawny Pipit" in mood and content, is an Italian film, "Shoe-Shine." Simple and wholly unpretentious in production, it tells the gripping story of two misguided boys in post-war Italy and of their tragic experiences in a reformatory. The sensitive direction of Vittorio deSicca, along with its convincing cast, comprised largely of amateurs, make this picture a rare work of art. "Shoe-Shine" is truly an engrossing, completely human drama; a thing of unforgettable beauty.

Reduced Rates

Clintonites may see this masterpiece at reduced rates at the Avenue Playhouse, where "Shoe-Shine" continues its long run. The English Department Theatre Project, headed by Mrs. Selma Katz, has obtained reductions for opera this term at the City Center and for the new play, "Our Lan'."

Clinton News
DeWitt Clinton High School
New York, New York

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Clinton News
DeWitt Clinton High School
New York, New York

CROSSLINE A headline of a single line of type centered. *Headlines

CUB A young, inexperienced reporter

CUT (n) A cut is an engraving, etching, or wood block from which a picture is printed: The term is also applied to a newspaper picture.

CUT (v) To cut a story is to shorten it.

CUT-LINE A cut-line is the explanation under or over a cut. See The Evanstonian, page 34; The Devil's Pi, page 35; The Chatterbox, page 36; or the Wy News, page 37, for examples of cut-lines.

CUTOFF RULE A metal rule used to separate stories, ads, cuts, etc. See pages 33, 34, 35, 36, for examples of the use of the cutoff rule on the front page.

CUTOFF TEST This is a technique used to test the writing of a story. If the least significant facts are at the end of the story, they may be cut off without spoiling the continuity of the story.

Karch Wins School's Top Honor;
Six Campaign for Presidency

School elections of January 16, 1948, made history, for it was the first time that the announcement concerning the outcome was notavailable by the close of school. Balloting between Nancy Glick and George Karch was so close that a recount was needed before George was officially declared president-elect.

Behind closed doors in the "Tower Room," the Election Board, headed by Tom Rooker, was unwilling to make the announcement until each homeroom had been tallied again. "It is the void ballots which cause us so much trouble," said Mrs. Adeline Knott, faculty adviser of the Student Council.

CROSSLINE A headline of a single line of type centered. Headlines

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CUTDOWN RULE A metal rule used to separate stories, ads, cuts, etc. See pages 33, 34, 35, 36 for examples of the use of the cutoff rule on the front page.

CUTOFF TEST This is a technique used to test the writing of a story. If the least significant facts are at the end of the story, they may be cut off without spoiling the continuity of the story.

March Wins School's Top Honor;
Six Campaign for Presidency

School elections of January 16, 1948, made history, for it was the first time that the announcement concerning the outcome was not available by the close of school. Balloting between Nancy Hilck and George March was so close that a recount was needed before George was officially declared president-elect.

Behind closed doors in the "Tower Room," the Election Board, headed by Tom Hooker, was unwilling to make the announcement until each homeroom had been tallied again. "It is the void ballots which cause us so much trouble," said Mrs. Adline Knott, faculty adviser of the Student Council.

Assisting Tom on the Election Board are Beverley Brunner, Josephine Comella, Tom Brandt, and Courtland Smith. These people are appointed in seventh grade and keep their position throughout Junior High.

Campaigning for George was Dick Dexter of homeroom 202, and Nancy's manager was Van Seasholes of homeroom 311. Managing the campaign for the other candidates who were in the final balloting were: Willis McFarlane, manager for Ann Schauer; John Rosenberger, for Mac Blair; Larry McNamara, for Arthur La Fave; and Tom Schauer, for Eugene Smercina.

Nominated and running in the primaries in addition to the above-mentioned were: Marjory Thomas, Elizabeth Mapes, and Dieter Hanauer.

For the campaign assembly, the Band, under the direction of "guest conductor" Jack Booth, played several numbers and also provided "musical remarks" for several candidates.

School President George Karch is a product of the Shaker schools, a member of Boys' Boosters, Leaders Club, and homeroom president of 321.

Shaker Scroll
Shaker Junior High
Shaker Heights, Ohio

This story could be cut off here

or here!

or here!

Assisting Tom on the election board are Beverley Brunner, Josephine Comella, Tom Grandt, and Courtland Smith. These people are appointed in seventh grade and keep their position throughout Junior High.

Campaigning for George was Dick Dexter of homeroom 302, and Nancy's manager was Van Seasholes of homeroom 311. Managing the campaign for the other candidates who were in the final balloting were: Willis McFarlane, manager for Ann Schaver; John Rosenberger, for Rae Blair; Larry Mosmarra, for Arthur La Fave; and Tom Sanauer, for Eugene Smarsina.

Nominated and running in the primaries in addition to the above-mentioned were: Barjory Thomas, Melissa-beth Mapes, and Dieter Hanauer.

For the campaign assembly, the band, under the direction of "guest conductor" Jack Booth, played several numbers and also provided "musical remarks" for several candidates.

School President George Eaton is a product of the Shaker schools, a member of Boys' Boosters, Leaders Club, and homeroom president of 321.

Shaker Scroll
Shaker Junior High
Shaker Heights, Ohio

D

DATEBOOK *Assignment Book

DEAD This term designates copy or type which is of no further use.

DEADLINE The time set for copy to be turned in.

DECK Each separate part of a headline is called a deck. *Bank

	Original Medieval Drama	
3 col. *dropline	Is Presented by Students For Christmas Program	(Deck)
1 col. dropline	Glee Club Songs Included in Play	(Deck)
1 col. *inverted pyramid	Authentic Script Is Written By Miss D, Fitzgerald Of Faculty	(Deck)

The Chatterbox, page 36.

DISPLAY TYPE Type faces that are bolder and blacker than ordinary type, used especially in advertising. See The Custer Chronicle, pages 105 and 106 for samples of display type used in advertising.

DISTRIBUTION *Business Management

DOWN STYLE This term refers to a newspaper style which uses a minimum of capital letters. Modern usage favors a down style rather than up style capitalization. compare *Up style.

DROPLINE The dropline head may contain two or more lines. See The Chatterbox, page 103 for examples of dropline headlines.

DUMMY The dummy is a rough *layout of a page showing the approximate location of all the stories and cuts.

The dummy is usually made upon a sheet ruled off into the number of columns of the correct length. On this form the editor indicates where each story is to be located, either by writing in an identification

DATE-BOOK Assignment Book

DEAD This term designates copy or type which is of no further use.

DEADLINE The time set for copy to be turned in.

DECK Each separate part of a headline is called a deck.

EARN

Original Galleyal Drama
6 col. Is Presented by Students (Deck)
Adroitine for Christmas Program

1 col. Olde Club Songs (Deck)
Droplite Included in Play

1 col. Authentic Script Is Written
Inverted By Miss D. Pittsgerald (Deck)
Pyramid Of Faculty

The Chatterbox, page 36.

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The dummy is usually made upon a sheet ruled off in to the number of columns of the correct length. On this form the editor indicates where each story is to be located, either by writing in an identification

(guideline or slug) or by pasting proofs of the stories. Headlines and cuts are indicated by number.

E

EARS Boxes, either ruled or unruled, at the upper corners of the front page containing weather information, short announcements. See pages 33, 36, 37, and 103 for samples of "ears."

EDITOR-IN-CHIEF The editor-in-chief is in charge of the editorials, editorial columns, and letters from the readers. He is also responsible for deciding the *editorial policy in cooperation with the managing editor and the faculty adviser. The number of other responsibilities and duties of the editor-in-chief will depend upon the size of the staff. On a small paper his duties are correspondingly greater.

Duties of:

1. To study and plan that the school shall have the best paper possible.
2. To coordinate the efforts of the staff in producing such a paper.
3. To realize that since his responsibility to the school is so great that his first duty outside of home and school is to the paper.
4. To preside over regular staff meetings, to present problems of policy, to suggest improvements.
5. To understand fully the duties of each staff member and aid him when he is "stuck."
6. To express through the dignity and stability of the paper the spirit and calibre of the school.
7. To express, influence, and mold student opinion through selected editorials.
8. To announce, in writing, an exact time and place at which to collect copy from editors.
9. To edit this copy before presenting it to the faculty adviser. *Copyreading
10. To make specific assignments to editors beyond their normal responsibilities.
11. To be responsible for a certain number of editorials per issue.
12. To write any uncovered last-minute article.
13. To have all copy typed and ready for the printer at a specified date.
14. To correct all typed copy.
15. To give this copy to the *business manager in ample time to reach the printer according to agreement.

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16. To proofread, with the *assistant editor, *news editor, *faculty adviser, and any others.
17. To prepare the dummy with the above.
18. To inspect the finished product and get opinions on it.
19. To confer with the faculty adviser regularly.

Reference: Taylor, pp. 124-125.

EDITORIAL An editorial is a timely essay which explains, interprets, persuades, informs, criticizes, or entertains. *Editorial Writing

EDITORIALIZE To editorialize is to inject personal opinion into a story.

EDITORIAL POLICY Editorial policy is the platform or the purpose of the newspaper.

Every school newspaper staff should define its aims or what it stands for before beginning operations. Some school papers following the lead of the professional dailies print a quotation underneath the nameplate which briefly defines the policy of the newspaper. Many also include the platform of the paper on the editorial page. The quotation under The NEW YORK TIMES is familiar to many: "All the news that's fit to print." The Washington Scroll, Washington High School, Milwaukee, Wisconsin describes itself as being Aggressive, Authentic, Alive and in addition includes its platform on the editorial page under the masthead: Scroll Service Policy

1. To form a bond of common interest between students, faculty, parents, and alumni.
2. To provide a means of expression for student talent and opinion.
3. To promote a lively interest in school affairs and organization activities.
4. To serve Washington High School with an organ of justly favorable publicity.
5. To strengthen in the student body that abstract quality called school spirit.
6. To use our influence in establishing tolerance and open mindedness in the students of today--the preservers of peace.

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The Chatterbox

Published each week during the school year by the journalism students of the George Washington High School, Danville, Virginia, except during examination periods, holidays, and between semesters. Printed by J. T. Towers Printing Co., Inc.

Entered as second-class matter Oct. 27, 1922, at the Post-office, at Danville, Virginia, under act of March 3, 1897.

EDITORIAL STAFF

Editor-in-Chief ..... Harriett Ann Burnett
Managing Editor ..... Jeanne Dyer
Associate Editors ..... Barbara Fowler, Connie Digges, Nancy Fox.
Sports Editor ..... Pat Furgurson
Sports Assistants ..... Nancy Willard, Bill Carson
Feature Editor ..... Gwen Hoelscher
Columnists ..... Frank Turner, Pat Furgurson, Jean Farley, Betty Crafton, Harriett Tunstall, Margie Talbott, Betsy Meade.
Staff Artists ..... Nancy Willard, Lewis Harvie
Staff Photographers ..... Frank Barnes, Pete Calos

BUSINESS STAFF

Advertising Manager ..... Jane Schoolfield
Circulation Manager ..... Martha Fitchett
Business Assistants ..... Bill Carson, Frank Turner, Betty Crafton, Jean Farley, Peggy Lipchuch, Nancy Purdum, "Boots" Tunstall, Buddy Barker, Nancy Bossman.

FACULTY ADVISERS

Editorial ..... Mrs. Nora Payne Hill
Business ..... Mr. Sterling Perkinson

Peace On Earth

HOW can one best define the true meaning of Christmas? In such discordant times, what is this motivating force which incites men to unite temporarily in one joyous song—"peace on earth, good will among men"? If such questions could be answered, the solution for world problems might be discovered. Simple as it may seem, the definition of Christmas spirit has managed to evade the pens of writers for centuries.

Einstein advanced a theory so complex that few can grasp its meaning; science discovered a source of energy that could shatter the earth to bits. Only a small percentage of people understand the technicalities of relativity and atomic energy, but men have somehow found the words to exp'ain them. How many, in comparison, have participated in a joyful Christmas! Yet who has successfully captured his feelings and passed them on to others as clearly as he would have wished?

Perhaps the lowly shepherds, if they had tarried in their fields to absorb the glory of Bethlehem's star, could have been inspired with the definition, but their mission was of a different nature. History leaves many noble attempts at expression, literature offers numerous anthologies to prove that efforts have been made. Still Christmas remains not to be delineated, but rather felt within each separate heart as an individual experience.

Our task, then, is not to share our opinions of Christmas with the world, but to strive for those qualities which will make each personal interpretation more beautiful. Let the small child retain his faith in Santa Claus, for all too soon reality will crush his dreams.

Nothing is as Christ-like as the face of a child on Christmas morning. What he becomes in future years may be determined by the examples of those whom he follows. Let us build another faith worthy for him to follow, lest in the destruction of his youthful beliefs he lose trust in humanity.

A Real Triumph

THOSE who witnessed GW's Christmas play, "Miracle of the Castle", last night will surely agree that this was the most impressive production of its kind ever to be presented by our school. To bestow all the praise on one person would be unfair, for nearly every teacher and student contributed in some way to make the performance possible.

Yet, in commending the performance, we cannot fail to mention one who is mainly responsible for its success—Miss Dorothy Fitzgerald. Writing the three-act play required many hours of research in fourteenth century customs. It was no simple task to recreate a medieval scene using authentic period costuming and archaic language as spoken in old English dialect, yet carrying a message which would be applicable to our twentieth century Christmas. Although we have been aware of her resourcefulness throughout GW's many productions, this new phase of her ability gives us an even keener appreciation of her talents.

We are grateful also to Miss Elizabeth Oliver for her splendid leadership of the Glee Club, whose singing, in the opinion of many, far surpassed the choral groups of former years. In addition, there are others to be commended for their cooperation in making the play successful, but Miss Fitzgerald and Miss Oliver deserve top honors.

With only a few changes from year to year, "Miracle of the Castle" will be the traditional Christmas program of GW, and rightly so, for lovers of good art and hearts filled with the spirit of Christmas will never tire of a play of this kind.

Comments On Events

By Frank Turner

In the past few months President Harry S. Truman has been putting the Republican party on the spot by forcing it to act on foreign aid plans or suffer the ridicule of the American public. Mr. Truman has really taken the elephant by the tail this time.

— — —

THE COMMUNIST PARTY IN France, engaged in a "cold war" with the free parties there, seems to be subdued somewhat in the past week after its strike failure. But there is always the quiet before the storm.

— — —

IT HAS BEEN REPORTED that forty million hens in the United States are not laying enough eggs to earn their board. That is a fowl thing to do.

— — —

THE FASTEST AUTOMATIC computer or mathematical brain called Eniac is able to outspeed man in caluculations by a ratio of 5,000 to 1. If the Foreign Ministers had brains that could work this fast, maybe they could get the same answer to some of their problems.

— — —

PEOPLE ARE BEGINNING TO wonder when the Big Four meeting is going to end. Possibly the ministers are trying to decide on a real nice Christmas present to give the world.

Recipe For Magic

By Nancy Fox

CHRISTMAS time in evening dress time and GW lasses this year have the most dreamy creations ever before seen. In her strapless pink brocade formal, Ann Shaw will spell "Romance" in any man's language. Two tiny maroon bows, hip hoops, and a skirt with that "rippling rhythm" help make it a capital "R".

An airy, bouffant net skirt, topped with a perky peplum and a blue taffeta drop shouldered bodice in which is a blonde, blue-eyed Southern Belle—need we say more to tell you that this will be June Stephens?

Ruffles are back again, and Laura Bennett adorns a coquettish one with a black and white moiré gown. It has a graceful boat neckline with off shoulder ruffles and a full waltzing skirt.

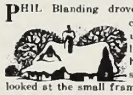
The rustling of taffeta will be heard on the dance floor when Caroline Traynham appears in red plaid trimmed with red velvet. A close fitting bodice with a low shoulder-to-shoulder collar and a swishing skirt is surely the answer to any girl's dream!

A red headed angel floating on a soft blue cloud—that's how "Jo" Price will look in her drop shouldered marquisette formal, which has a tiny ruffle around the skirt and waist. Fuschia sequins form bows on the bodice and hips.

When all's said and done, certain lucky boys just don't know what's in store for them during the Christmas holidays. But they'll find out!!

. . . Thanks, Mike . . .

By Jeanne Dyer



PHIL Blanding drove his new convertible up to the little farm house and stopped. He looked at the small frame building, studying it closely. Through the window he could see the big Christmas tree, festively dressed, beckoning to him, inviting him into the warmth of the room.

"So this is Miss Kelley's home," Phil said to himself. He had never seen the farm before, and now he kept wondering why he had come here on Christmas Eve. His parents were having a large party in their stylish city home, and any other time he would have been there.

Today, though, he had driven out to the Kelley's, partly from curiosity, partly because of a promise. Mike and Phil had been the best of friends in the service. Though Mike was socially inferior, neither seemed conscious of it. When they had talked one day of Christmas, Mike told him, "Phil, no matter what happens, when you get out of this uniform I want you to visit us on Christmas Eve." That had been over a year ago, but Phil had remembered.

Suddenly the door of the house opened and a young girl called to Phil, telling him to come in. He climbed hesitantly out of the car and sauntered up the walk toward her.

"Hello, Phil," she said as he walked in. He looked at her, wondering, then knowing this must be Mike's younger sister, Patricia, he had heard so much of. "You're wondering how I know you. But we'd all know you anywhere. Mike wrote about you a lot. He even told us you'd be here." Her laughter was friendly and Phil saw her, not as a younger sister, but as a very attractive girl.

"Come on in, the rest want to meet you," she said.

Phil followed Patricia into the living room. There was the tree he had seen and a huge log fire. The whole room was like a friend, meeting him with a warm embrace. Patricia introduced him to her parents, and to her two older brothers, Bob and Bill. When he saw Mike's picture smiling at him from the piano, he felt at ease and sat down to talk.

Two hours later Phil shut the door of the house and walked toward his car. Now he knew why Mike had asked him to come. He knew that his friend had known what he had not. For in asking Phil to visit his home, Mike had shown him what Christmas really is.

He looked up at the stars, tiny holes in a blue ceiling. "Well, Mike, I know you're up there somewhere and you know how I feel. All I can say is: thanks for showing me that Christmas is love, happiness and simplicity instead of big parties and eloquence. Thanks, Mike, from the bottom of my heart for giving me your Christmas."

Christmas Shopping

Hustling, bustling, running about
People rushing in and out,
Carrying packages and dropping a few,
As Christmas shopping they hasten to do,
Laughing, happy, children see
St. Nick, and sitting on his knee,
Tell him what they'd like to see
On Christmas morn under the tree
Hustling, bustling, rushing about
People running in and out.
Christmas shopping is fun to do,
But I'm glad it's once a year—
Aren't you?

—Henretta Trent

After Christmas

Three days after Christmas
and all through the house
Red paper and tinsel are
thrown all about.
Mama in her kerchief and I
in my cap
Are trying to clean where the
Christmas tree sat.
The floor in all dirty,
the house is a mess.
I'm glad New Year's holidays
give me a rest.

—Mary Glen Boyd

A Study of Christmas Shoppers

By Mary C. Myers

The most interesting people in the world are Christmas shoppers. To study them provides one with an amusing pastime. As a result of my brief encounters with them, I have decided that Christmas shoppers may be grouped in five classes.

First we have the conscientious shopper, who starts shopping January 2 for the following Christmas. Slow and deliberate in everything she does, this person is usually "an old maid" trying desperately to please all of her nieces and nephews, and particularly her brother-in-law's uncle, who she has just discovered is a bachelor.

Second is the hurry-scurry type which goes to six stores before finally deciding on the hanky at the first one. This shopper habitually takes so much time running from store to store that she has no time left in which to shop.

Next comes the last minute shoppers. These wait until Christmas Eve before making out a shopping list. Then they simply cannot understand why there are no more angora sweaters, size 33 1/3 in that off-shade pink. This type usually ends the shopping tour empty-handed, explaining furiously on Christmas morning that there simply were no suitable gifts in town.

Fourth on my list is the scatter-shopper, so named because of his ability to scatter presents up and down Main Street. With his two arms loaded to capacity, he bumps into an old friend. Juggling his gifts, he finally succeeds in executing his part of a risky handshake. Stumbling on down the street, he discovers that he has dropped Aunt Matilda's handmade scarf somewhere around that handshake. Turning back, he pesters all the passers-by with, "Have you seen a square box about so big . . . ?"

Thus we leave the not-so-wise shoppers for a view of the bright little Miss (number five on my list) who sits at home by the cozy fire and orders magazine subscriptions for everyone from Grandma to Baby Brother. This is the lazy shopper who prefers solitude and silence to roaming in milling, spirited crowds.

The next time you lack amusement, I suggest a study of Christmas shoppers. From them choose the group to which you belong, and I can guarantee that you will have the time of your life picturing how stupidly you selected and bought *your* Christmas gifts.

Best Season

The old and well known Yuletide tale
Of Santa Christmas Eve,
Is one that children love to hear
And everyone believes.

But what occurred just after that
Is something to recall,
And if I'm not mistaken now
It's also known to all.

A Christmas Eve had come and gone
A week or so had past,
And all the fun we'd planned for months
Was over then at last.

The big green tree was shedding fast
The mistletoe was dead;
The house was left in one big mess
To clean it was a dread.

My feet were sore from dancing lots
While burning midnight oil,
And the icebox lured me back each hour
To watch my flowers spoil.

My eyes could not stay open long
Though school would start next day,
To end the parties and the fun
And close the holiday.

Don't think that I regret a bit
One moment that went by,
For this was Christmas '46
And gosh! how time does fly!

Another Christmas has arrived
But I won't gripe a-tall,
Because I really truly love
This season best of all.

—Jean Farley

Universal Spirit

By Frieda Kahn

Since Christmas is the celebration of the birth of Jesus and with Him, Christianity, the Jew can have no part of it. Yet, the spirit of Christmas as it has developed through the centuries is universal.

Every person, whether Jewish, Catholic or Protestant, wants peace and good will among all mankind. The world could not be as it is today if this were not so, and it would probably be better if we observed the Christmas spirit more than once a year.

The little ripple we cause with our little boxes for foreign countries, our good will messages, and our presents and kindnesses to each other should be a continuous wave all year 'round. Then we would really have a world we could be very sure and proud of.

"Peace on earth, good will toward men" cannot be won with only material things. We must all pull and work together with that one objective in mind. That's the Christmas spirit!

NOTES

By Patriek

Jing-jingle bells, jahingle bells! This tune, which becomes increasingly popular about Sandy Claws time, is available by dozens of artists, among them the old Miller band, Woody Herman, Slam Stewart, Mercer and the Pipers and "Swingin' Them"—by Fats Waller.

No better pre yuletide gift than the one and only Duke can be heard anywhere, we'll say. Saw somewhere that Ellington was slipping—it must be up! He's rated second to Kenton in Downbeat's year end poll. Man, that bunch was terrific.

Alvin Weisfeld, who became Alvy West when he signed with Columbia, backs up our boy Frankie on "It All Came True". This is the kind of backing more good vocalists oughta have, we think. West and his "Little Band" are modern, full of new sounds, and they jump.

Some of these Christman hops around here oughta furnish the cats with inspiration, too. If we had to opine on the local outfits which are going to be giving out with aforementioned inspiration, we'd say they're chockful of good soloists, not so hot as groups, and Merry Christmas!

Jolly Holly

Crash! Boom! Bam! No, Santa didn't drop his bundle——the Christmas tree didn't fall down—Russia didn't come through with a secret weapon—we were just determined to start this column off with a *bang*. If you think something's missing, you're right. We had to feed Santa's reindeer something. So we sacrificed our *corn*, for better or for *verse*. And speaking of reindeer, do you think it will? Just between you, us, and Richard's doorknob, we're hoping for a "White Christmas"—we hear you can get it for a *song!* Song-times we're happy, song-times we're gay, and right now we are. Let's get going!

• • • • •

What was the mistletoe's advice to Kissie?
"Don't be COY, Martin, just understand me."

• • • • •

Backstage. Barker-ing

Miss Fitz: Roger, where's the *boar's* head you're supposed to carry outstage?

Humbo: I tried to get it off of Buddy, but he's lost without it.

• • • • •

Then there's Don McLean of Arlington, who sez:

"He who feeds a lemon to his cat will have sour puss."

• • • • •

Dear Santy,

Since we're such good widdle dirls, we'll be real unselfish and ask you to bring the following to the following:

A gun for Bill Barnes so he can really go out and shoot some bull.

A chauffeur for Smith so he can go home every day and get his mail.

A pair of stilts for Little Barnes so he can get up in the world.

An alarm clock for May Gin so she can just get up.

An airplane for Pete Long so he can, too.

A new play for Bobby Jones so he can.

Some headache powders for Mrs. Hill so she can live through this year at GW, and another year at GW for us to live through.

All we ask for ourselves is the wit of Bob Hope, and readers as contented as Pet Milk's cows.

We'll leave Prince Albert on the mantle. Just put *that* in your pipe and smoke it!

Snow long,
Jeanne 'n Fuzzy

• • • • •

Said one cedar to another: I'll really be in trim this Christmas.

• • • • •

Shaky Flaky

To quote the snow-flake as he landed in a junk pile—

"I'm down in the dumps."

(Don't be in a flurry. At least you don't have eighteen weeks' tests staring you in the face!)

• • • • •

Blitzen: You can tell that reindeer is Dancer.

Prancer: Why?

Blitzen: He steps all over my feet.

• • • • •

NOW THAT WE'VE BROUGHT YOU SOMETHING JOLLY FROM THE *HOLLY-TERRORS*, WE'LL TERR - DURSELVES AWAY. THIS YEAR'S HAD IT, AND SO HAVE WE, BUT YOU AIN'T SEEN NOTHIN' YET! JUST WATCH THOSE GOOD TIMES ROLL IN '48. AND SPEAKING OF ROLLING, WE WILL.

The Sagamore, Brookline High School, Brookline, Massachusetts, states its editorial policy in this way:

1. To promote good citizenship in the school community.
2. To suggest and urge betterments for the activities and curriculum of the school community.
3. To recognize those persons in groups whose work is force for good in the school community.

EDITORIAL WRITING The writing of editorials is a special branch of journalistic work which requires more maturity, more knowledge, and training in writing than other forms of journalistic writing.

Hyde says, "The chief characteristic of any editorial is its timeliness. However much it may look like an essay, it is different in that it talks about timely things" (Journalistic Writing, page 261). See the editorial pages, pages 63 and 104, for examples of editorials which reflect this characteristic.

Tools for editorial writing

Reference books:

1. The dictionary - No person ever outgrows this most valuable of all references. Webster's New International, G. & C. Merriam Company, Springfield, Massachusetts, is the standard unabridged reference and Webster's Collegiate Dictionary, Fifth Edition, is the handy reference size.
2. The World Almanac published by the Press Publishing Company of New York.
3. A *style book.
4. A thesaurus dictionary is a necessity to avoid using overworked words. Roget's International Thesaurus, published by Thomas Y. Crowell Company is an excellent reference of this type.
5. A file of past school publications.
6. A town or city and school directory are indispensable.
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As Jones says, "the reference book habit, when formed, is valuable to anyone, but especially to the newspaper writer, whose life is a daily battle with inaccuracy. No man should trust to memory or general information in editorial writing" (The Editorial Page, page 58.) This advice is just as applicable to the student editorial writer.

Editorial practices and pitfalls

1. Exchange papers which are known to be good newspapers (the press association award-winning papers) provide good "reprint copy" for the editorial page such as editorials, jokes, verse, feature stories, and other items. These exchange papers offer many ideas which the editorial writer can adapt to his own school. Keep these ideas in a scrapbook for use another day.
2. Weed out your pet errors, cliches (*Cliche), and misspellings by compiling them in a list.
3. Keep track of what your editorials are about so that you won't overstress one topic. If you are, put that topic on the "Don't List" for a while.
4. Beware of printing too many serious and deep editorials. They should be timely and interesting.
5. Don't overlook the possibilities of humor which has a definite place in editorial columns.
6. Don't write editorials that preach or moralize. Defects in student behavior, administration, and other phases of school life can be corrected or minimized by intelligently handled editorial campaigns.

Functions of the editorial (Greenawalt)

1. To interpret the news meaningfully.
2. To comment on events constructively.
3. To arouse continuous and desirable action.
4. To stimulate creative thought.

Basic plan for writing an editorial

All writing has three main parts--an introduction, body, and conclusion.

Introduction	Introduce subject of editorial; state briefly the situation out of which the editorial grew.
Body	Explain, interpret, comment on,

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Introduction — Introduce subject of editorial; state briefly the situation out of which the editorial grew.

Body — Explain, interpret, comment on.

digest, argue for or against subject.

Conclusion — Make the point briefly. The point of the editorial is the writer's concluding argument, statement or review of his proposition.

Ways of translating ideas into understandable terms

1. Examples - An idea is easily explained by stating a true example of it. For instance, in an editorial explaining marking systems in schools, the writer may use as an example, the marking system in his school.
2. Illustrations - An illustration is an imaginary example. In explaining a new point system for athletics, the writer may take an imaginary student who participates in several sports and show how the new system will affect him.
3. Comparison - In an editorial explaining an unfamiliar idea, the writer may compare the new idea with something already familiar to the reader.
4. Contrast - Contrast points out dissimilarities, whereas comparison points out similarities.
5. Analogy - An analogy is a comparison of relations. The writer cannot compare a basketball team with a piece of machinery (two unlike things), but he can compare the playing of a well-coordinated basketball team with the precision movements of a watch (the relation of two things of one kind--playing of a basketball team--with the relation of two things of another kind--precision movements of a watch).
6. Quotation - Direct quotations of faculty members, school administrators, students, or from the classics give authority to the statements of the editorial writer.

Structure of the editorial.

1. A climax is essential if an editorial is to be remembered.
2. The short editorial will be remembered after the longer editorial.
3. The editorial should move swiftly from its idea to its conclusion.
4. The style should be swift but not abrupt; too many ideas should not be included. The point should be stated briefly and made effectively.

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Types of editorials

1. Editorial of interpretation. See the editorial, "Peace on Earth," page 63, which interprets the meaning of Christmas.
2. Editorial of information.
3. Editorial of argument or persuasion. See the editorial, "For Some, the Start; Others the End," on page 67.
4. Editorial of appreciation. See, "A Real Triumph," page 63.
5. Editorial of criticism. See The Custer Chronicle, page 104.
6. Editorial of idealism.
7. Editorial shorts. The V.H.S. Highlights, a mimeographed weekly, runs an editorial column under the heading, "Edigrams," which are short editorials. The following is an example:

> March of Dimes contributions are coming in very well according to Principal Robert Woodruff, chairman of the Van Hornesville, Jordanville-Starkville area. He would appreciate it if the rest of the money could be turned in by January 31.
>
> V.H.S. Highlights
> Van Hornesville Central School
> Van Horensville, New York

Analysis of an editorial:

For Some, the Start;
Others, the End

"Begin whatever you have to do.
The beginning of work stands for the whole."--Ausonius.

States the fact which stimulated the editorial--the opening of the semester.

With the opening of this semester, Washington welcomes new students launching upon senior high school careers, and watches old students advancing in maturity of experience and caliber. It's new beginning for all Tonians!

New students will want to become acquainted with clubs and service capacities open to them. This takes a person with a dual purpose: unselfish in that he will find fun in serving and a feeling of being on the "in" of things. Meeting social problems as they arise in extra-curricular functions is a part of that something he takes away, that outside of "book learning" part.

Explains point of editorial.

Now is the time to begin working for good grades! The III's may reflect, "I made good grades in junior high; I can make them in high school, too." Or, "What's the use? I couldn't get good marks then; I can't now!" High School is a new beginning, challenging good students to maintain high averages and weak students to start right.

Develops idea by using entering pupils as an example.

But it is also a beginning for the student already started in high school. Horace said, "What's well begun is half done." Things for him may be half done, but are they well begun? He may say, "I wish I had worked harder to gain a good average at the start." Or, "If I had joined clubs in the beginning, I might have more friends and be of some use to the school now." It is never too late to get out of a rut!

Further develops idea by using the student already in school as an example.

"There is nothing so difficult as to begin, unless it is to end." For the seniors it is a last chance at everything Washington has to offer, to pick up "loose ends." Seniors each year confess, "If I only had it to do over!" And many have probably felt a pang of regret, even envy, when classmates received any of the many awards for scholarship, service, and exemplary character. But did they have active interest, did they carry part of a load of administrative duties, did they contribute to the personality of the class?

Clinches argument by using the seniors as examples.

Now is the time to reflect, to plan. The future is bright for those who make

Few students will want to become acquainted with clubs and service opportunities open to them. This takes a person with a dual purpose: unselfish in they be will find fun in serving and a feeling of being on the "in" of things. Meeting social problems as they arise in extra-curricular functions is a part of that something we term away, that outside of "book learning" part.

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Explains point of obligated.

Develops idea by using entering pupils as an example.

Further develops idea by using the student already in school as an example.

Illustrates argument by using the seniors as examples.

a good beginning and for those who know how to end things well. There's no time like the present!

Reviews point of editorial.

The Washington Scroll
Washington High School
Milwaukee, Wisconsin

References: Jones, Ch. II; Greenawalt, Ch. XXI, Spears and Lawshe, Ch. 13; Hyde, Journalistic Writing, PART I, Ch. 28; Wrinn, Ch. XVII.

ENDMARK (#) A mark used to designate the completion of a story. (Also 30)

EXTRA An "extra" is a special edition of a newspaper which is printed because of important news breaking. In school journalism such an edition would be rare because of the peculiar conditions under which a student publication is operated. The staff cannot be called together at a moment's notice as is the case with professional publications.

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F

FACULTY ADVISER The faculty adviser is responsible to the administration for the best product the school is capable of producing. To assure the most efficient management, the school newspaper should have two faculty advisers, one for the editorial department and one for the business department. These main divisions of the paper are entirely different in their requirements and each demands specialized knowledge.

Duties of:

1. To act as final arbiter in matters of policy, organization, and control.
2. To organize the staff and see that each member understands his duties and is willing to perform them.
3. To supervise staff efforts in all departments of the paper.
4. To meet with the staff whenever it chooses.
5. To confer with individual editors at any time.
6. To receive copy from the editor-in-chief at a designated time.
7. To read this copy carefully and sympathetically with the objectives of the paper in mind.
8. To return the copy to the editor-in-chief in ample timefor the business manager to take it to the printer.
9. To read proof and make the dummy with the editor-in-chief and others responsible for make-up.
10. To consult the printer before each issue in order to settle any questions of publication.
11. To keep the staff aware of its responsibilities to the school and to the community.
12. To foster initiative, responsibility, dependability, and cooperation on the part of the entire staff.
13. To criticize freely and expect that the criticism will be effective and taken in the spirit in which it is given.
14. To see that the educational objectives of school publications are attained.
15. To attend all staff meetings.
16. To correlate the work of the paper with as many departments of the school as possible.

Reference: Taylor, pp. 130-131.

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FEATURE (v) To give prominence to a story or fact in a story.

FEATURE (n) The "feature" is the most interesting fact in a story which should be played up in the *lead.

FEATURE (n) The newspaper man uses the term "feature" to designate any copy that is not spot news. Feature material includes *human interest stories, comics, serial fiction, columns, interviews, and other non-news matter. See The Chatterbox, page 63, and The Custer Chronicle, page 104, for examples of features and feature stories.

FEATURE EDITOR The feature editor along with all the other department editors (sports, exchange, literary, etc.) is directly responsible to the managing editor. He has complete charge of preparing and assigning all feature material, but his copy is edited on the copy desk, under the news editor.

Duties of:

1. To assign all feature copy for each issue.
2. To visit each English teacher regularly for material suitable for publication.
3. To keep in an *assignment book posted on the bulletin board in the staff room a list of potential features. For example, holiday and seasonal features.
4. To assign these occasional features to the feature writers.
5. To institute and manage the regular features such as book reviews and columns.
6. To write a regular feature column per issue.
7. To submit all feature copy to the managing editor at the specified time.
8. To attend all staff meetings.

References: Hyde, Journalistic Writing, PART II, Ch. I; Taylor, p. 127.

FEATURE STORY *Human Interest Story A feature story is written from the human interest point of view and not from the news angle. It is a narrative which depends upon dramatic or human elements for interest. Feature stories may be based on timely happenings or just interesting material.

FEATURE (v) To give prominence to a story or fact in a story.

FEATURE (n) The "feature" is the most interesting fact in a story which should be played up in the head.

FEATURE (n) The newspaper man uses the term "feature" to designate any copy that is not sport news. Feature material includes human interest stories, comics, serial fiction, columns, interviews, and other non-news matter. See The Chatterbox, page 63, and The Queen Chronicle, page 10, for examples of features and feature stories.

FEATURE EDITOR The feature editor along with all the other department editors (sports, exchange, literary, etc.) is directly responsible to the managing editor. He has complete charge of preparing and assigning all feature material, but his copy is edited on the copy desk, under the news editor.

Duties of:

1. To assign all feature copy for each issue.
2. To visit each English teacher regularly for material suitable for publication.
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The main distinction between a feature story and a news story is timeliness. A news story is considered to be "must" copy--to be of value it must be printed "today." A feature story is called "time" copy; although it is timely and interesting, timeliness is not the most important element.

Subjects for feature stories (Hyde)

1. Behind the News
2. Local History
3. Local Personages and Places
4. Ideas and Movements in the Forming
5. Children
6. Animals
7. Amusements
8. Hobbies
9. Commonplace Things
10. Passing Fads (dress, speech, amusements, food, etc.)
11. Experiences
12. Reports and Bulletins

Examples of Feature Stories

Movie Star Brings
Hollywood Glamour
-Mary E. Gazley-

Causing all the hubbub and hubbas in Shaker's halls on January 7 was none other than Dorothy Hart, a real movie star under contract to Universal International. Miss Hart played the leading feminine role in "The Naked City," recently finished and soon to be released. Barry Fitzgerald is the leading man in this story of New York, directed by the late Mark Hellinger.

When questioned as to her favorite stars, Miss Hart replied that Robert Montgomery and Ann Blyth held first place. She would like to play opposite Rex Harrison. English movies are more natural and less glamorized than American movies, in her opinion. She would like to play in an English picture, preferably with James Mason.

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Subjects for feature stories (Style)

1. Behind the News
2. Local History
3. Local Personages and Places
4. Ideas and Movements in the Forming
5. Children
6. Animals
7. Amusements
8. Couples
9. Commonplace Things
10. Passing Fads (dress, speech, amusements, food, etc.)
11. Experiences
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-Mary E. Dailey-

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Fernway, Lomond, Shaker Junior and Senior Highs, Dennison College at Granville, Ohio, Western Reserve University, where she got her Bachelor of Arts Degree, a beauty contest, which she won, and Conover modeling came before Miss Hart turned to acting. When she finds the right teacher in Los Angeles, she will add singing to this list.

Miss Hart was visiting her parents at 3067 Huntington Road over the Christmas holidays. The young movie star remarked, "The school and the kids haven't changed much since I went here."

Shaker Scroll
Shaker Junior High
Shaker Heights, Ohio

Former Editor Writes
Another Best Seller

Ruth McKenney, former news editor of the Black and Gold, has added another rung to her ladder of fame as an author in her newest book, "The Loud Red Patrick," a biography of her grandfather.

Eileen, Ruth's sister, who was the principal character of the book, "My Sister Eileen," was also in Mr. Ambrose P. Spencer's Journalism class. This book, which was written in 1939, became popular as the play and movie of the same name.

Chuckles provided by "The McKenney's Carry on," Ruth's next hit, were stifled somewhat at Christmastime, 1940, when Eileen was killed in an auto accident three days before the play opened.

These different accounts of her family are characteristic of Ruth McKenney's inimitable sense of humor.

Another former editor, Mrs. Elanor Bayer, collaborated with her husband under the pseudonym of Oliver Will Bayer. They are specialists in "whodunits." Their recent books are "An Eye for An Eye," "The Cleveland Murders," and "The Brutal Question."

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The Black and Gold
Heights High School
Cleveland Heights, Ohio

Abe Lincoln Makes Talk Before Stonewall Students

By Richard Whiteman

February 12.

Abe Lincoln's birthday.

I wonder what would happen if Abe Lincoln came back for a short stay and came to visit Stonewall. The bank would be playing, a special assembly called, and everywhere there would be the feeling of freedom. Imagine Abe Lincoln speaking at an assembly--

"And now, students, Abraham Lincoln."

Terrific applause followed as the lean, lanky gentleman came to the front of the stage.

Lincoln Gives Talk

"Boys and girls, when I was asked to come and speak to you today, and they said the name of the high school was Stonewall Jackson, I thought probably you would have the entire Confederate calvary encamped on the campus," chuckled Mr. Lincoln, "but I was assured by Mr. Horner that the war between the North and South had ended 82 years ago.

"Speaking of wars, I understand that you have had three devastating wars since I left," exclaimed Abe as a worried expression crept over his face. "When I first came back. I bought a history book to check up on what happened since I left.

Doesn't Understand Bomb

"World War II must have really been terrible according to all accounts of it. Such means of warfare, I don't see how man could invent, especially the atomic bomb.

"I was really surprised to see all the inventions you folks have, too. I especially like the radio and airplane. Civilization has advanced such a great distance since 1865.

"As for myself, I don't think I would be able to live in these modern times. Everybody seems to be in such a hurry. Why can't the tempo of this hustle and bustle slow down some?

Hopes for Better Conditions

"No one seems to be able to get along with the other fellow and prejudice and intolerance seem to have supreme command in men's hearts.

"Race and religious tolerance may someday return as our country was established because certain groups didn't want

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Solphus High School
Cleveland Heights, Ohio

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"No one seems to be able to get along with the other fellow and prejudice and intolerance seem to have supreme command in man's hearts.

"Race and religious tolerance may somehow return as our country was established because certain groups didn't want

to be persecuted for what they believe. Maybe someday conditions will again return to normal. "Maybe . . ."

The Jackson Journal
Stonewall Jackson High School
Charleston, West Virginia

FEATURE WRITING Good feature writing is based upon originality of idea and facility in handling the subject. Feature writing does not follow the inverted structure of news writing but uses all the devices of English composition to tell its story--e.g., narration, description, exposition, examples, illustrations, dialogue, and others.

Although the feature story does not follow any special form, Hyde in Journalistic Writing, page 255, lists the following specifications which may be said to be true of some feature stories but not necessarily of all:

1. It rarely uses a summary lead, although it often stresses timeliness and a news peg.
2. It may employ suspense, surprise, climax, and other devices forbidden in the pyramid story, because it need fear no cutting in make-up.
3. It is always concerned with actual facts, never fiction.
4. It is usually allowed more space than the same facts would warrant as news.
5. It is very often in the interview form with much direct quotation.
6. It makes frequent use of dialogue.

See examples under *Feature Story and on the pages of the student newspapers throughout the Index.

FILLERS Stories or items of various lengths which are used to fill in a column.
Judges for the Columbia Scholastic Press Association condemn the use of too many fillers. They say the pages of a newspaper should be more carefully planned to avoid the use of "fillers."

FLAG *Masthead

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Also spelled

FLUSH Type set without identation.

FLUSH LEFT HEAD This is the newest type of headline which is widely used because it is easy to write and saves time on the copy desk and in the composing room. *Headlines See pages 33, 34, 35, and 37, for examples of flush left headlines.

FOLIO The heading at the top of all pages except the first, giving the paper's name, date, and page number. See The Custer Chronicle, pages 104, 105 and 107 for examples of folios.

FOLLOW-UP The name given to a story which gives new developments or facts about one previously written.

SENIORS ANTICIPATE
CAREER DAY PROGRAM

Seniors were called to the lunchroom by Mr. Donald Melville on Tuesday, October 7, to answer questionnaires on the approaching Career Day. From a large list of careers in various fields, the students were asked to select six careers in which they were most interested. They were also requested to write a question that they would like answered in the discussion on Career Day.

Last year, Career Day was held at Technical High School. This year, plans are being made to have Career Day at the High School of Commerce sometime in December.

Commerce
High School of Commerce
Springfield, Massachusetts

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Commerce
High School of Commerce
Springfield, Massachusetts

Guidance Bureau Holds Career
Day for High School Seniors

Students Obtain Valuable Information Concerning Future Occupations from Interviews with Consultants

The Guidance Bureau of the Springfield School Department held its second annual Career Day for high school seniors on December 3 at the High School of Commerce.

Seniors from the local high schools had an opportunity to obtain valuable information as to the job, trade, or profession they wish to enter after graduation.

The program commenced at 12:30 in the auditorium with Alexander J. Guffanti, vice-president of the Springfield National Bank, presiding. Mayor Daniel Brunton, Alden H. Blankenship, Supt. of Schools, and Mr. Stanley O. Smith, Principal of the High School of Commerce, welcomed the seniors.

W. Lee Costigan, president of the Springfield Chamber of Commerce, gave the principal address, "Are You Ready?"

The classes started at 1:30 and continued until 3:00. Following are a list of the occupation and consultants, etc.

Commerce
High School of Commerce
Springfield, Massachusetts

FONT A complete assortment of type of one size and face--as 8-point Roman.

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Commerce
High School of Commerce
Springfield, Massachusetts

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G

GALLEY The tray in which type is placed once it is set.

GALLEY PROOF The impression on paper of a galley of type. The galley proof is what is proofread before the paper is finally made up.

GUIDELINE A key-word placed by the *copyreader at the top of each page of a story to aid the printer or in identifying the story.

For example, a story about the graduation of the senior class might very possibly have the word "Graduation" as a guideline.

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H

HALF TONE The metal plate made from a photograph ready for printing.

HEAD An abbreviated form for headline.

HANGING INDENTION This is a headline made up of a series of lines in which the first fills the entire space and the others are indented at the left. *Headlines

HEADLINE A headline is a concise statement of the *lead or, in other terms, it is a bulletin or advertisement of the news in the article.

Function of the headline:

1. It makes possible a rapid reading of the news outlined in the head.
2. It attracts the reader's attention to the news story.
3. It saves time for the busy reader of today by allowing him to pick out news items which interest him.

HEADLINES

Five Basic Headline Forms:

1. *Crossline or Bar
   a. The simplest headline consisting of a single line of type and having equal margins at the right and left. It may also be written to fill the entire column.
2. *Dropline
   a. This headline is commonly used when there is more than one deck. It may have two or three lines.

   or

3. *Inverted Pyramid
   a. This head is named for its shape.
   b. It usually contains three lines.
   c. It is used mainly as a subdeck.

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   a. The top line is flush with both sides of the column, and the succeeding lines are indented the same distance.
   b. The hanging indention usually has three lines. The last line may be shorter than the others but should extend beyond the middle of the column.
   c. This head is used only as a subdeck. It may be used below a dropline in place of the inverted pyramid.

5. *Flush-Left (also called Streamlined or No-Count Head)
   a. This new type of headline is made up of two decks; the top deck is flush to the left and the second deck has a fixed indention. The lines end where they may but all lines should fill at least three-fourths of the column to avoid large white spots.

or

second deck

or

Other Headline Forms:

1. *Jump or Runover Heads
   a. The name given to the headline placed above the continuation of a story on another page.
   b. Many papers use only one or two words instead of the conventional full headline.
   c. The size and heaviness of the type face depend on the other heads on the page and the position of the story on the page. If the continuation is at the top of the page, the size of the head will be larger than if the story is continued on the lower half of the page.

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2. *Subheads
   a. Long stories are often broken up by inserting subheads between paragraphs.
   b. They are usually set in black or boldface of the same size as the body type of the story.
   c. They should be centered and fill about three-fourths of the column.
   d. In a flush-left schedule, subheads may be set flush-left or centered.

HEADLINE SCHEDULE A headline schedule is a list of the headlines by size and type which is used by a particular paper.

Every paper should make up its own headline schedule, which means deciding the type face to be used and the sizes of the headlines. When this is done, the heads to be used can be designated by number thus obviating the necessity for giving specific type instructions to the printer for each head.

Headlines needed for the typical high-school newspaper:

1. A large headline for the important columnson page 1. See The Custer Chronicle, page 103 for *banner headline:

6 Win National Honor Membership

2. A two-column head See The Custer Chronicle, page 103:

Carl Roehr Receives Honorable
Mention; 6 Others Get Honors

3. A smaller headline for the tops of columns on other pages. See The Custer Chronicle, page 106

Holiday Spirit Pervades All Clubs;
Two Groups Observe Traditions

4. A still smaller headline to alternate with the large top-of-the-column heads. See The Custer Chronicle, page 103

Class Groups Make
Seasonal Presents

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3. A smaller headline for the tops of columns on other pages. See <u>The Guster Chronicle</u>, page102

Holiday Spirit Pervades All Clubs; Two Groups Observe Traditions

4. A still smaller headline to alternate with the large top-of-the-column heads. See <u>The Guster Chronicle</u>, page102

Class Groups Make Seasonal Presents

5. A small two-line head for stories below the fold. See The Custer Chronicle, page 103

Carefree Students Beg
St. Nick for Odd Gifts

6. A one-line head for very small articles. See The Custer Chronicle, page 103:

School Extends Best Wishes

7. A headline for feature stories. See The Custer Chronicle, page 103:

Trembling Tots Tell
Troubles to Santa

Because they are easier to read, most headlines in school papers are written in caps and lower case letters. In crosslines and droplines, the headline writer must count-in his copy letter by letter. He has only a half to one unit leeway. In pyramids and hanging indentions, where space is less exact, the headline writer merely has to estimate the number of words. Streamline heads, frequently used by high school papers, are not counted exactly but are estimated, each line beginning flush left and leaving an uneven edge at the right. See sample newspapers on pages , .

HEADLINE WRITING *Headline

1. Grammar of
   a. Each deck must fit together in content and grammar.
   b. Each deck must contain a verb or imply one. The verb "is" and "are" are often omitted and "in" takes the place of the verb.
      Example: Needham Team in Poor Condition
   c. An active verb is preferable to a passive verb.
      This: Students Win National Honors
      Not this: National Honors Are Won by Students
   d. Numbers in headlines should be written as figures.
      Example: Team Beats Rival 7-2

5. A small two-line head for stories below one fold. See The Quester Chronicle, page[illegible]:

Cafeteria Students Beg
St. Nick for Good Gifts

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      Example: Meadham Team in Poor Condition
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      Note: Students Win National Honors
      Not this: National Honors Are Won by Students
   d. Numbers in headlines should be written as figures.
      Example: Team Beats Rival 7-2.

e. All past and present happenings are written in the present tense.
Example: Needham Defeats Wellesley <u>not</u> Needham Defeated by Wellesley
f. Capitalize all words except conjunctions, articles and prepositions with less than four letters.

2. A few pointers
a. Read the lead of the article and briefly scan the remainder before writing the head.
b. Tell nothing in the head that is not in the article.
c. Place the verb in the first line if possible.
d. Do not repeat the same thought in the second deck as given in the first.
e. Use short words in the head--the more you tell the better.
f. Do not sacrifice accuracy for a "balanced" head.
g. Use present tense, active voice, if possible.
h. Write a feature head for a feature article.
i. Each lower case letter and each space between words count 1 unit, except i and l, which count 1/2 unit and m and w, which count 1 1/2 units each.
j. The comma, semicolon, period and single quotation marks each count about 1/2 unit.
k. Keep head balanced, that is, have nearly the same number of units in each line.
3. Faults to be avoided
a. The use of one word which fills a line.
b. Repetition of a key word in the same deck or an adjoining deck.
c. Oversize heads or two large a head for the size of the story.
d. Excessive abbreviations. (Permissible abbreviations are found in the stylebook.)
e. Division of words or names from one line to another.
f. Headline type too black and not suitable for body type.
g. Headline type too large for the page.
h. Not enough headlines on a page, especially inside pages, because stories are too few and too long.

e. All past and present happenings are written in the present tense.
Example: Needham Defeats Wellesley not Needham Defeated by Wellesley
f. Capitalize all words except conjunctions, articles and prepositions with less than four letters.

2. A few pointers
a. Read the lead of the article and briefly scan the remainder before writing the head.
b. Tell nothing in the head that is not in the article.
c. Place the verb in the first line if possible.
d. Do not repeat the same thought in the second deck as given in the first.
e. Use short words in the head--the more you tell the better.
f. Do not sacrifice accuracy for a "balanced" head.
g. Use present tense, active voice, if possible.
h. Write a feature head for a feature article.
i. Each lower case letter and each space between words count 1 unit, except i and l, which count 1\2 unit and m and w, which count 1 1\2 units each.
j. The comma, semicolon, period and single quotation marks each count about 1\2 unit.
k. Keep head balanced, that is, have nearly the same number of units in each line.

3. Faults to be avoided
a. The use of one word which fills a line.
b. Repetition of a key word in the same deck or on adjoining deck.
c. Overtaxe heads or too large a head for the size of the story.
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References: Hyde, Journalistic Writing, PART II, Ch. II; Official Style Book, C.S.P.A.; Savidge and Horn, Ch. I.

HUMAN INTEREST STORY *Feature Story The character and purpose of the human interest story is:

1. To present facts plus emotional appeal.
2. To amuse or arouse sympathy.
3. To put living people into the newspaper. *Interviews
4. To get the story behind the news. See The Custer Chronicle, page 104 for the story behind the Jewish holiday celebrated in December:

Do Jews Have Christmas?
Hanucah Often Confused

References: Hyde, Journalistic Writing, IAPT 12, Ch. 11; Official Style Book, C.S.F.A.; Savidge and Horn, Ch. 1.

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I

INSERT Additional copy to be inserted at a specific point in a story.

INTERVIEW (v) To obtain a story from a well-known person.

INTERVIEW An interview is an expression of opinion obtained from a prominent person or an established authority about a subject in which the reading public is interested. In high school journalism, interviews are usually made with members of the faculty, students, and visiting celebrities about subjects which are interesting to the student readers. See the examples of high school interviews at the end of this article. See also The Custer Chronicle, page 105, for a sports interview headlined: Would-Be Pharmacist Turns Coach, Guides Destiny of Football Squads

Types of Interviews:
1. Interview for facts
2. Interview for opinions
3. Feature or human interest interview
4. Personality sketch

How to Handle Interviews:
A. Before the interview
   1. Know the subject.
   2. Know person's full name.
   3. Get as much information as possible about the person, such as hobbies, life, education.
   4. Why is he an authority?
   5. Prepare and learn questions.
B. During interview
   1. Be courteous but insistent.
   2. Watch for chance remarks that may have news value.
C. After the interview
   1. Review the speaker's remarks.
   2. Select the most significant or most interesting statements.
   3. Organize the story.
      a. Summary lead
         (1) opinion or statement of speaker
         (2) occasion for interview
      b. Direct quotation beginning
      c. Indirect quotation beginning

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Examples of Interviews

Vaughn Monroe Received Start Through High School Orchestra, He Tells Betty Richard

(When Vaughn Monroe came to Haverhill last Thursday for the formal opening of Haverhill's radio station WHAV, Betty Richard was sent to interview him for the Brown and Gold. Betty, to her own surprise, was invited to interview him over the air. Her account of the interview follows.)

Vaughn Monroe is a tall, nice-looking fellow who puts you at ease the minute you speak to him. Because of his wonderful personality I'm sure I would have been completely at ease if it had not been for that microphone in front of me for the first time in my life. That made me nervous.

Mr. Monroe flew from New York to North Andover in his own twin-engine plane and then was driven to Haverhill by studio officials. He piloted the plane, a Cessna named "Cantina" himself. Asked why he named the plane "Cantina" he said the first three letters stood for the first three letters of his oldest daughter's name, Candy, and the last four letters were the last letters of his youngest daughter's name, Christina.

So far this year, Monroe, one of the nation's leading amateur fliers, has logged more than 100,000 miles in the air. "Racing With The Moon" because that was the first record he ever made for Victor recordings.

Monroe, who makes his home in New York at present, told me that he first became interested in a music career when he joined his high school orchestra. He has made music his career ever since.

This was not Mr. Monroe's first visit to Haverhill for although he has never played here with his orchestra, he has been through here many times on his way to engagements in other places.

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Brown and Gold
Haverhill High School
Haverhill, Massachusetts

Student Spends Summer in Swiss Castle
But Still Prefers Comfortable US Life

"TRAVELLING in Europe, even after a world war, is just as interesting and educational as going to school," says Gabrielle Hiller, 244, who has recently returned from a trip abroad with her mother.

Her summer began in a Swiss chalet just outside of Geneva, her birthplace. She spent the first month in the chalet enjoying the famous cheese, chocolate, and brown bread of the Swiss, which, although rationed, are still plentiful.

One of the daily pleasures was swimming in the warm waters of Lake Geneva, also called Lake Leman.

Numerous trips in the Swiss Alps initiated her to Switzerland's favorite sport of mountain climbing. She also went to Courmayeur, Italy, a small village at the foot of Mont Blanc, Europe's highest mountain. "The people of these small Italian villages are poor, but they are willing to work hard to rebuild their war-torn country," she observed.

"My most exciting experience was motoring in a two-cylinder convertible pre-war car through France to the castle belonging to my ancestors. On the way I saw the famous Roman ruins in Avignon and Arles. In Avignon is the well-known castle of the Popes who resided there in the twelfth century."

The castle itself was built in 1602 as a hunting lodge by King Henry IV of France. It has 23 rooms and a turret from which the surrounding countryside may be admired. The rooms of the castle are all rather large, and many pictures of famous French people adorn the walls. The few carpets make the stone seem even more old fashioned.

"The furniture is sixteenth and seventeenth century and very valuable," Gabrielle says, "but I prefer the modern sofas. Although electricity was installed in 1930, kerosene lamps are still in frequent use, as the current is often interrupted by thunder storms. There are no bath rubs or showers, and the only way I

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was able to wash was to carry water to my room from a faucet in the kitchen."

"Although Europe has more natural beauty than this country," Gabrielle concluded, "I prefer to make my home in America."

The Evanstonian
Evanston Township High School
Evanston, Illinois

References: Savidge and Horn, Ch. XI; Bleyer, Ch. VII.

INVERTED PYRAMID A second deck headline used with a *dropline or *flush left first deck. *Headlines

3 column
3 line
dropline

Brilliant Speakers, Sessions
Dot Catholic Action Calendar;
Grand Opening for Year 1948

(inverted pyramid)

Topic: "Age of Mary--
An Era of Peace,"
To Be Keynote

ITALICS Italics stands for type that slants. There are several common styles of italic type: ITALIC CAPITALS, italic lower case, and a combination of ITALIC CAPS and lower case. In copy, italics are designated by underlining. The following is an example of an italic headline:

Father Springob Addresses
Seventy-one Graduates
At Exercises February 1

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J

JOURNALESE Journalese means language of a style considered characteristic of newspaper writing. (See discussion in PART II.)

JUMP To jump a story is to continue it on another page.

JUMP HEAD A jump head is the headline of the continuation of a story. *Headlines.

Professor Musgrove Speaker At Convention of WMLSP

Panel Speakers Discuss Practical Problems Of Student Journalists in Three Group Meetings

Jump Head

Professor Musgrove Speaker—
(Continued from page one)

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K

KILL To kill is to destroy a story or part of one before it is published.

L

LAYOUT The plan of a page or ad, drawn roughly as a guide before printing. *Dummy

l.c. Abbreviation for lower case or small letters.

LEAD (pronounced led) A thin strip of metal used for spacing out lines of type.

LEAD (pronounced leed) A lead is the beginning paragraph of a news story which answers the questions who-what-when-where-why-how. These questions are called the 5 w's and the h. Not all of these questions must be present in every lead but no important one should be omitted. In other words, put the news into the lead. Kipling put the essentials of the lead into verse: I keep six honest serving men;
They taught me all I know;
Their names are What? and Why? and When?
and How? and Where? and Who?

Leads may be classified into three groups according to construction: 1) who-what-when-where-why-how leads which are commonly called conventional or summary leads, 2) grammatical beginning leads, and 3) unorthodox leads.

The summary lead

Whichever of the five w's or h question is answered determines the name of the lead. The who and what are usually the most important questions to be answered, the when and where the least.

The following examples are taken from the student newspapers listed in the bibliography:

1. Who lead - Bob Pogats, R.H.S. also saxophone player, gained a first place in the regional tryouts for the all state band and orchestra.
2. What lead - Plans are being formulated for the annual Wrangler Dance, which is to be held in Room 170, January 10, following the South Side-Gary Froebel basketball game.

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The following examples are taken from the student newspapers listed in the bibliography:

1. Who lead - Bob Fogarty, R.H.S. also saxophone player, gained a first place in the regional tryouts for the all state band and orchestra.
2. What lead - Plans are being formulated for the annual Wrangler Dance, which is to be held in Room 170, January 10, following the South Side-Gary Frosbel basketball game.

3. Why lead - To better understand the student and his needs, parents of the students of Lourdes high will meet at the school, Tuesday evening, Nov. 4, at which time the new report cards will be explained.
4. How lead - Huffing and chuffing as if a car were laboring up Mt. Washington, the Plymouth engine connected to the auto lab's dynamometer was put through a gruelling test before a visiting physics class on December 23.
5. When lead - The hour of 8 P.M. Thursday, January 29, 1948 will burn itself deep into the minds of 92 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.
6. Where lead - At the second annual Maryland Scholastic Press tourney, November 9, THE QUILL had delegates Tom Garity, Dewey Kuhns, Ed Kuhl, John Zvonar, Hank Schmaus and faculty members, Brothers Colman and Jules.

Playing up the feature

News stories have another common characteristic besides the summary lead and the inverted pyramid structure called "the feature." The purpose of "playing up the feature" as an editor will say is to emphasize the news "peg" to attract the casual reader who has no special interest in the story. Hyde describes "the feature" as "the most interesting fact in a story--the point, item, or incident that contains news value." For example, the fact that a school play has been presented can be told in a conventional summary lead:

"Miracle of the Castle," a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 P.M. in the city auditorium.

Or "to play up the feature" which in this instance is

5. Why lead - To better understand the students and his needs, parents of the students of Lourdes High will meet at the school, Tuesday evening, Nov. 4, at which time the new report cards will be explained.

4. How lead - Rolling and shuffling as if a car were laboring up Mt. Washington, the Plymouth engine connected to the auto lab's dynamometer was put through a gruelling test before a visiting physics class on December 22.

5. When lead - The hour of 8 P.M. Thursday, January 20, 1948 will burn itself deep into the minds of 82 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.

6. Where lead - At the second annual Maryland Scholastic Press tourney, November 8, THE QUILL had delegates Tom Garity, Dewey Kuhns, Ed Kuhl, John Zvonar, Hank Schmaus and faculty member, Brothers Colman and Jules.

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the setting of the play, the lead is written thus:

> With the great hall of a fourteenth century English castle as its setting, "Miracle of the Castle," a Christmas play in three acts, was presented by the GWHS Dramatics Club and Glee Club on Thursday, December 18, at 8 p.m., in the city auditorium.

Grammatical beginning leads

Beginning with the different grammatical forms--noun, participial, adverbial clause, noun clause, infinitive, and others, is one way of making leads more interesting and varied.

1. Noun lead - Omit The, An or A unless there is no other way to begin. If a lead begins with a figure, it must be preceded by an adverb or spelled out. For example: Exactly six seniors--or Twenty-two seniors attended--

   "Ballerina Ball" is the clever theme chosen by the music department for their annual after-game dance to be given next Saturday after the Burris-South game.

   The first music assembly of this semester will be presented by the music department Tuesday, February 3. Featured soloists are Connie Weisman, alto; Dorca MacKay, piano; Ed Roth, baritone horn, and Dick Pepple, cornet. (The is necessary in this lead.)

   Strains of stirring music filled the Roosevelt Auditorium last night when the Roosevelt orchestra and band presented their annual winter concert.

2. A noun clause lead begins with that, how, why, what, or whether. It is used to play up a summary of a result, opinion, or statement, used as subject of the main verb.

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> With the great hall of a four-
> teenth century English castle as its
> setting, "Miracle of the Castle," a
> Christmas play in three acts, was
> presented by the GWHS Drama-
> tics Club and Glee Club on Thurs-
> day, December 16, at 8 p.m., in
> the city auditorium.

Dramatical beginning leads

Beginning with the different grammatical forms--noun, participial, adverbial clause--noun clause, infinitive, and others, is one way of making leads more interesting and varied.

1. Noun lead - omit The, An or A unless there is no other way to begin. If a lead begins with a figure, it must be preceded by an adverb or spelled out. For example: Exactly six senators--or Twenty-two senators attended--

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> the Roosevelt Auditorium last night
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2. A noun clause lead begins with that, how, why, what, or whether. It is used to play up a summary of a result, opinion, or statement, used as subject of the main verb.

That the selection of the state winner in the eleventh annual oratorical contest will be March 25 has been announced by the American Legion, sponsor of the contest.

That the Miami High gymnasium is inadequate was the result of a survey made by a P-TA committee at the invitation of Winfield Angus, physical education director.

3. A prepositional phrase lead plays up the circumstances attending an action.

From the State Motor Vehicle department to Mr. H. A. Weingartner comes a certificate verifying the approval of the State Department of Public Instruction for a course in Driver Education to be given here.

WITH A CHEERY "Merry Christmas" and an eager "here come the magazine prizes," ETHS is planning to chalk up another round of traditional home-room programs, complete with decorations and Santa Clauses who are still too young to shave.

4. An infinitive lead plays up action as the subject of the main verb or it shows the purpose of the action.

To show their appreciation for aid to the school's three war orphans, Nico, Vera, and Dirk for the past two years, the Holland Relief Organizations have presented a plaque and certificate to the school. The white dove of peace on the plaque symbolizes the friendship between the two countries.

That the selection of this state winner in the eleventh annual oratorical contest will be March 25 has been announced by the American Legion, sponsor of the contest.

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To show their appreciation for aid to the school's three war orphans, Nico, Vera, and Dirk for the past two years, the Holland Relief Organizations have presented a plaque and certificate to the school. The white dove of peace on the plaque symbolizes the friendship between the two countries.

To introduce incoming students to Washington's various extra-curricular activities, The Scroll, is publishing a club directory, giving the names of critics, presidents, and general activities of each organization.

5. A participial phrase lead plays up the action attending the main verb rather than the actor.

Inspired by Coach Frank Ashcraft's tale a few weeks ago, of the barefoot Kentucky boys who sank 20 shots in 20 attempts from over half the distance of the floor, "Kentucky Boys of Custer" is a new feature that is being added to our basketball games.

Using 38 players and scoring in every period, the Shamrocks ran over an undermanned Florence team Saturday afternoon, Oct. 11, at Lauerman athletic field by the score of 41 to 12.

6. Causal or conditional clause leads beginning with because, since, if, as, or although play up cause, motive, or condition.

As in past years, the halls of Custer will ring with the singing of well-known Christmas carols. The custom of singing carols in the halls the day before Christmas vacation, has been traditional since the present building became a high school.

Because of outstanding work in the student journalistic field, 10 seniors were chosen by Miss Dorothy Crain, publications adviser, for membership in the Quill and Scroll Society. Kathleen Busse, editor of the Manitou, who was initiated last year, retains her membership.

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5. A participial phrase lead plays up the action attending the main verb rather than the actor.

Inspired by Coach Frank Ashcraft's tale a few weeks ago, of the Dartfoot Kentucky boys who sank 30 shots in 30 attempts from over half the distance of the floor, "Ignatzky Boys of Chester" is a new feature that is being added to our basketball games.

Using 38 players and scoring in every period, the Shamrocks ran over an undermanned Florence team Saturday afternoon, Dec. 11, at Lawrenn athletic field by the score of 41 to 12.

6. Causal or conditional clause leads beginning with because, since, if, as, or although play up cause, motive, or condition.

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Because of outstanding work in the student journalistic field, 10 seniors were chosen by Miss Dorothy Crain, publications adviser, for membership in the Quill and Scroll Society. Kathleen Sharp, editor of the Hatchet, who was initiated last year, retains her membership.

If some Saturday morning you happen to be up bright and early, say about 10 a.m., and you have your radio turned to WOWO, you will hear the Junior Jamboree, sponsored by Wolf and Dessauer. This program is presented by high school students of Fort Wayne and surrounding territory.

Although the football season is over, the Roosevelt Band members are as busy as Santa's helpers preparing for the combined band-orchestra concert in July.

Although the date for the election of new class officers is not certain, according to the opening bulletin issued last September the junior class election should have been held the 23 of the month and the sophomore election should take place February 3.

7. Adverbial clauses of time beginning with when, while, before, after, play up action attending the main event when the time of action is more important than the main event.

When the USA Club holds its Christmas meeting this afternoon, the Greeley Room will be lighted only by the bright lights of the huge Christmas tree in the front of the room.

After a somewhat faltering start, which was not unexpected, our Redbirds are looking like a better quint every afternoon.

Unorthodox leads

These leads are used occasionally to create interest in the reader, attract attention, or to help carry out a definite purpose of the story. Types of unorthodox or unconventional leads are:

If some Saturday morning you happen to be up bright and early, say about 10 a.m., and you have your radio tuned to WOWO, you will hear the junior jamboree, sponsored by Wolf and Dessauer. This program is presented by high school students of Fort Wayne and surrounding territory.

Although the football season is over, the Roosevelt band members are as busy as Santa's helpers preparing for the combined band-orchestra concert in July.

Although the date for the election of new class officers is not certain, according to the opening bulletin issued last September the junior class election should have been held the 25 of the month and the sophomore election should take place February 6.

7. Adverbial clauses of time beginning with when, while, before, after, play up action preceding the main event when the time of action is more important than the main event.

When the USA Club holds its Christmas meeting this afternoon, the Dressley room will be lighted only by the bright lights of the huge Christmas tree in the front of the room.

After a somewhat faltering start, which was not unexpected, our bluebirds are looking like a better quint every afternoon.

Prosthodox leads

These leads are used occasionally to create interest in the reader, attract attention, or to help carry out a definite purpose of the story. Types of prosthodox or unconventional leads are:

1. Astonisher lead - an exclamation!

   Attention, contest enthusiasts!! Here is another chance to test your ability by entering the United Nations contest which is open to all high school students.

2. Contrast lead - describes two extremes or opposites.

   The sun was shining brightly outside but indoors the atmosphere was cold and dreary as the one-act play, etc.

3. One-word lead - a single or key word.

4. Punch lead - a dramatic statement or much action crammed into the lead.

   "Set 'em up in the next alley" is the cry of Clinton's booters, for they have bowled over all opposition during the first half of the season of undefeated and untied.

5. Question lead - opens with a question.

   What does Christmas mean to you? Jolly fat Santas on street corners and in department stores? Mistletoe, holly wreath over doorways and windows, twinkling stars, gifts for all? That is what December 25 means to most Americans. But Christmas in other lands is different.

   (This is also a suspended interest lead)

6. Sequence lead - The events are reported in the order in which they happened.

   Ninety-one seniors, representing one of the smallest mid-term graduating classes in the history of Miami High, will march down the aisle and across the stage in the auditorium to receive their high school diplomas, Friday, Jan. 30, at 8 p.m.

7. Suspended interest lead - The point of the lead is told last.

   "Sandstrom scoring, Sandstrom scoring." Those were words familiar to everyone at Hamline Fieldhouse when former student Lloyd (Slick) Sandstrom played basketball for M.A. Although only a freshman at St. Thomas this year, he is playing first string and has

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a 10 point per game average, making 50 % of the shots he takes.

Beginnings to avoid:

1. "A," "the," or "an." There is nothing wrong with a lead beginning with an article but too many school papers contain too many stories that begin this way. Use another lead beginning for variety.

2. Explanatory matter. Notice how dull the following leads are:

   The purpose of the Halloween Assembly, October 17, was to emphasize the idea of having good wholesome fun, without resorting to vandalism and lawlessness.

   At a meeting held on December 11 after school, the Art Club elected permanent officers for the year.

   At a meeting of the basketball team held January 8 in the boys' gym, Norbert Woods was elected captain of the basketball team.

3. Time beginnings. Never begin stories with the time--"Last Friday night," "Last week," "Tomorrow"--unless that is the most important or interesting feature.

   Poor: On January 5, twenty pupils of the filing class of the High School of, etc.

   Acceptable: The hour of 8 P.M., Thursday, January 29, 1948 will burn itself deep into the minds of 92 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.

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Poor: On January 5, twenty pupils of the Eighth class of the High School of, etc.
Acceptable: The hour of 8 P.M., Thursday, January 5, 1948 will burn itself deep into the minds of 32 students of Theodore Roosevelt High School. For at that time will begin the program which will change these youths from seniors to graduates.

4. Generalities. See *Style

References: Spears and Lawshe, Ch. 2; Savidge and Horn, Ch. XI, Wrinn, Ch. VI; Hyde, Journalistic Writing, Ch. 19.

LEADER The editorial given first position. See sample of an editorial page 63 page 104.

LEADERS Dots or dashes used to lead the eye across the page .....

LINOTYPE Linotype (originally "line of type") is the name of the machine which sets type by the line; the line is cast in metal and spaced automatically.

LOWER CASE The smaller letters in a *font.

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MAKE-UP The arrangement of stories, headlines, pictures and advertising on a page. To be effective, page make-up must be readable and artistic.

Typography:

1. The appearance and quality of a newspaper depend somewhat, upon the type used for the body and headlines.

2. Eight-point type is most commonly used for body type. For mimeographed papers, elite type makes the most attractive and readable appearance.

3. Capital and lower case letters in headlines are used more often in headlines than all capital letters because of their greater readability. See pages 33, 34, 35, 36, and 37, for examples of student newspapers which use capital and lower case headlines.

Size:

1. Five and seven-column papers are most widely used today. Small mimeographed papers usually have two or three columns. See page 33 for an example of a three-column mimeographed school paper, and pages 103 and 36 for examples of five and seven-column newspapers.

2. Six and eight-column papers are less common because an even number of columns present too many make-up difficulties. However, see page 35 and 37 for excellent examples of six and eight-column newspapers.

3. School newspapers range in size from four to twelve pages.

Principles of Make-up: The three basic principles of make-up must be understood by the persons who have charge of the arrangement of material are balance, harmony, and contrast. Wrinn says, "Balance means the equalization of forces. . . This equalization in a paper depends upon the arrangement of headlines. The page must be so planned that a top-heavy or cluttered appearance is avoided." There are two kinds of balance:

1. Symmetrical, or a regular arrangement of material on a page, and

2. Occult, or an irregular arrangement of material. Symmetrical balance can easily lead to monotony; occult balance results in a more interesting page.

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should be restful to the eye. Headlines should vary in size and blackness for variety and contrast.

The Front Page

1. The upper right-hand corner is the most conspicuous spot on the page and is where the leading story and the largest headline is located. A *banner headline usually leads to the story on the right-hand side.
2. The outside column on the left-hand side of the page is the second best position.
3. The parts of the middle columns at the top of the page or just above the fold are next in order of importance.
4. Placing a special editorial on the first page gives it a "different" look and this trick of make-up should be used occasionally.
5. A "News Brief" column attracts many readers. Such a column should contain eight to twelve short news items set up attractively to catch the eye.
6. A calendar of coming events is also an eye catching feature for the front page. See The Custer Chronicle, page 103 for an example of a calendar headlined, "March of Time." For examples of model front-page make-up see pages 33, 34, 35, 36, 37, and 103.
7. Only important news stories should appear on the front page. Borah says, "The front page of a newspaper is like a show window; it should contain only the best and latest news."
8. Use as many stories as possible on this page to give it a lively appearance. Short stories with small headings are very useful in making-up.

The Editorial Page

1. An illustrated editorial page is a more effective and interesting page than an unillustrated page.
2. The editorial page should be free from regular news and should contain such literary material as editorials, poems, feature stories, seasonal features, book reviews, letters, humorous features, fiction, and others. See pages 63 and 104 for examples of editorial pages.

The Sports Page

1. The sports page is usually the third or the last page of the paper.
2. This page is made up much like the front page except that the leading sports article is found at

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2. This page is made up much like the front page except that the leading sports article is found at

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3. Many papers use a banner headline at the top of the page with the regular headlines on other stories.

4. Illustrations should be used frequently.

5. Feature columns by the sports editor or writers add interest to the page. See page 105 for an example of a sports page.

Other Pages

1. On the inside pages, the left-hand column provides the most prominent position for a story.

2. These pages should contain the less important news stories, feature stories, and the carry-over paragraphs from the long front-page stories. See The Custer Chronicle, pages 103, 104, 105, and 106, for an example of the make-up of a four-page school newspaper.

References: Wrinn, Ch. XIX; Spears and Lawshe, Ch. 28; Miller, Ch. VI; Greenawalt, Ch. XXI; Borah, Ch. X.

MANAGING EDITOR The managing editor is in charge of the entire editorial staff and is responsible for all copy except editorials. He does no writing or editing but supplies ideas to all his staff, directs them, and decides news policy.

MASTHEAD The heading, usually in the upper left-hand corner of the editorial page, which gives information about the paper--where published, subscription rates, etc. (Also called flag)

MORE This term means that there is more copy coming, or that there is another page to the story. It is a guide to the typist or the printer which prevents copy from being lost. Compare *Endmark.

MORGUE A collection of stories and cuts kept on file for future use. Every school newspaper should keep a complete and up-to-date morgue.

MUST Copy that the head of the paper has designated must be printed. News stories are also called "must" copy to distinguish them from feature material.

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MERRY XMAS

The Custer Chronicle

HAPPY NEW YEAR

Always Read, All Ways Ahead

Volume XXVIII | Custer High School, Milwaukee, Wisconsin, Wednesday, December 17, 1947 | Number 7

6 Win National Honor Membership

Carols, Concert Complete Roster Of Yule Season

Radio Club To Present O. Henry's 'Gift of Magi'

Decorations, a concert, carols, a radio play — all these herald the Chrismas season and bring holiday spirit to the halls of Custer High. Assisted by the Boys' council, the W.H.O. club will help to spread cheer by means of colorful decorations about the halls.

The orchestra and choruses, under the direction of Mr. E. Grant Boltz and Mr. Carl Thom, will present their annual Christmas concert tonight in the auditorium. The student body will hear a program by the music department tomorrow, December 18.

Silhouettes of two couples in the holidsy attire of the "Gay Nineties" will be used as the theme of the backdrop on the stage and the covers of the programs. Those who helped to print the programs and complete the stage set with the "Christmas Special Santa Claus Friendship Express" were Barbara Fellin, Frank Knaebe, Kingsley Meisel, Jules Novak, Joan Pierce, Lella Prowls, and Jacquelyn Wilke.

The 10th grade chorus, with Miss Margaret Strasburg, will sing familiar songs in all of the corridors on Fridsy morning.

"The Gift of the Magi," written by O. Henry, will be given over the public address system Friday, December 19. Two members of the Radio club, Philip Faust and Elmer Boettcher, adapted the narration and dialogue from the popular short story. John Ebn will be the narrator, and the rest of the cast is as follows: Della, Dorothy Schultz; Jim, William Prange; Neighbor, Mrs. McLean, Lenore Leist; hairdresser, Mme Sophronie, Barbara Fellin; and jeweler, Philip Faust.

Class Groups Make Seasonal Presents

Various Christmas projects are being made by many classes. Greeting cards, Queen Anne stools, aprons, 1,500 programs for the Christmas concert, and aluminum trays are the most popular gift items this year.

The boys in Mr. Norman Eberhardt's 8A wood shop class are making plastic paper knives of various colors and designs. They will also make wall plaques of cement. Queen Anne stools are being made by the 9B boys.

Miss Nellie Bailey's 7B sewing class is making aprons, hot pads, and stuffed animals for Christmas gifts. Somebody's mother will be happy to have some of these.

Mr. J. Dewey Foss's art classes are working on several projects. The 8B's and some of the advanced students are making Christmas cards. Joan Pierce, 12B, has made 180 cards, some of them were displayed in the show case. Lampshades are the project of ninth graders. A group of students made 1,500 Christmas concert program covers.

Mr. Harvey Schneider's 10B metal classes are making aluminum trays. Etched trays are being made by Pat Kearns, James Dillig, and Gerald Taches, both 10B's. Some of his students are also making radio and hurricane lamps, and flower pot holders.

Ah! Lovely musical strains of the music department will be floating from the auditorium stage on December 17 as the orchestra presents its annual Christmas concert. Shown in rehearsal are (standing, from left) Peter Gust, 12B, and Carol Parlow, 11B, of the senior choir; Charles Toman, 10B, of the senior orchestra; and Mr. E. Grant Boltz, director. (Seated) are Nancy Stutzman, 9B, Louise Throndson, 12A, and Charles Teichen, 12B—all of whom are members of the senior orchestra.

Christmas in Other Lands Differs From Typical American Customs

By Marjorie Moeller

What does Christmas mean to you? Jolly fat Santas on street corners and in department stores? Mistletoe, holly wreath over doorways and windows, twinkling stars, gifts for all? That is what December 25 means to most Americans. But Christmas in other lands is different.

English people traditionally delight in roast turkey and a blazing plum pudding. They offer toasts to their king, friends, and their families. Carrying lanterns, they walk through the streets singing their old familiar carols.

On a cloth-covered table, a bowl of water is set in which small trinkets are dropped by the young people. Carol singing plays an important part in **Russia**. After each carol is sung, one of the trinkets is selected at random and the owner deduces an omen from the nature of the words just sung.

The "urn of fate" is a very important item in the lives of **Italians**. It is a large bowl containing presents for all wrapped in various ways. They have also a ceppo, similar to our Christmas tree. Although made of cardboard and laths, it is gaily decorated with paper, pine cones, beads, tinsel, and stars. Small presents are placed on shelves, but the lowest shelf is reserved for the crib of the Infant Jesus surrounded by the shepherds and the angels.

Candlelights are shining from the windows in every house in **Ireland**, and doors will remain open on Christmas Eve lest a couple pass seeking shelter for the Babe, who is the son of God.

Switzerland enjoys two St. Nicks —Father Christmas, who gives gifts to the boys, and his wife, Lucy, who gives gifts to the girls. Presents are given personally by these two.

While Americans enjoy their typical Christmas, these European families love and cherish their traditional custome.

Carefree Students Beg St. Nick for Odd Gifts

What do you want most for Christmas? Custerites, in their usual carefree manner, have listed some odd and very amusing requests. Most girls want dates with gorgeous movie stars, but one coy miss wants "a date with Santa Claus." Then we have the happy-go-lucky youth who has requested "a choo-choo train." One optimistic senior wanted to win the "Miss Hush" contest. A championship basketball team is the hope of an athlete. A rather disgusted lad grunts, "How about a new English teacher?" "A box of chalk and an eraser for Mr. Marcks," quips a knowing student. Even more amusing and somewhat doubtful is the plea for a doll buggy and anything else a boy 15 likes!

Now don't say you don't know what to buy your friends and family this year. With suggestions like this how can anyone go wrong?

March of Time

Dec. 17—Christmas Concert: senior orchestra and choruses; auditorium, 8:00 p. m.

Dec. 19—Basketball: Custer vs. West; at King, 8:00 p. m.

Dec. 19—School closes for Christmas vacation.

Jan. 5—School reopens after the holidays.

Jan. 9—Basketball: Custer vs. King; Custer, 8:00 p. m.

Jan. 12—Lecture Course: Elzie R. Brown, Memory Wizard; auditorium, 8:30 a. m.

Jan. 14—Chronicle

School Extends Best Wishes

A wedding in the news!

Miss Sophie Pluta, former Custer chemistry teacher, now teaching biology at Mount Mary College, and Mr. Carl Thom, band director, are planning to "love, honor, and obey" in the early part of 1948. The good wishes of the entire school are extended to them.

Carl Roehr Receives Honorable Mention; 6 Others Get Honors

Six February graduates have been named candidates to the National Honor Society. These seniors are Lenore Elert, John Goetsch, Beverly Krause, Clarice Lepton, salutatorian, Richard Stock, and Louise Throndson, valedictorian. Honorable mention was given to Carl Roehr.

Service honors have been given to Sharon Albrightson, Frank Benson, Marceline Knuth, Audrey Krueger, Erwin Wegner, and Beverly Sharples. These students were chosen by a faculty committee on November 24.

Membership in National Honor Society is bestowed on outstanding students of each graduating class in the United States. The qualifications for the membership in this organization are based upon a student's character, leadership, scholarship, and service.

In qualifying for these requirements Louise Throndson, who was recently named valedictorian, with an average of 92.429, has participated in Girls' clubs, cadets, music, sports, German club, and Student Council. Clarice Lepton, salutatorian with an average of 92.143, has enriched her high school life with Girls' clubs, Latin, math, music, sports, German club, and Student Council.

"Every one of the people chosen for the National Honor Society have met their qualifications extremely well," states Miss Margaret Strasburg, sponsor of the senior class. "This has enabled them to develop a well-rounded high school career."

Lenore Elert has participated in the girls' clubs, cadets, Student Council, sports, music, and German club. John Goetsch has been an active member of the Math and German clubs, Student Council, sports, and Senior Boys' Council.

Girls' clubs, Latin, math, music, The Chronicle, dramatics, and sports are the activities which Beverly Krause has participated in. Richard Stock, president of his graduating class and president of the Student Council, also has sports, honor study halls, and the Senior Boys' Council to add to his life at Custer.

Trembling Tots Tell Troubles to Santa

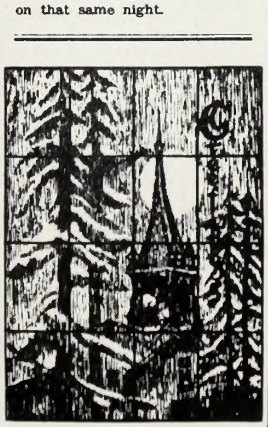
Just imagine yourself sitting in a crowded place, maybe a department store, with a crowd of four and eight year-olds, standing there gazing starry-eyed at you in disbelief that you are really you. You are Santa Claus. You have a tot upon your knee. He's staring intently at your face thinking desperately of what he wanted for Christmas. You try to put him at ease—tell him that you know he's been a good boy all year long, and loves his mama, and daddy, and sisters and brothers.

He snuggles close, relating the long story of how his dog died and how very much he wants a new one—just like him—please. You assure him that probably he'll get one. "Thank you, Santa, I knew you would," and he gazes at your face in adoration and wonder at the same time.

He doesn't see the pancake makeup smeared on your face, the eyebrow pencil making the "laughter lines" at the corners of your eyes, the pillows stuffed befront and behind, or even the bony knees that couldn't belong to a fat, jolly old man.

Yes, Santa, these youngsters, some of them tired, some frightened, and some plain bored to death with the whole thing, are all inevitably growing up. They won't believe the old lingo about the Brownies long, so pretend while you can.

Spreading Christmas cheer to the neighborhood, carolers will once again proceed down Villard Avenue and the surrounding blocks on Thursday, December 18, between 7:00 and 8:00 o'clock. The group will consist of members of Mr. E. Grant Boltz's a cappella chorus, Mr. Carl Thom's girls' chorus, and interested alumni who were at some time members of either group. Mr. Carl Thom is also going to lead a group of carolers on that same night.



Carolers Carry Cheer Throughout Corridors

As in past years, the halls of Custer will ring with the singing of well-known Christmas carols. The custom of singing carols in the halls the day before Christmas vacation, has been traditional since the present building became a high school.

Under the direction of Miss Margaret Strasburg, the groups have annually rehearsed the carols and have carried on a custom which has been popular throughout the world for many centuries.

Although, generally, Miss Strasburg has used her homeroom group for the caroling, this year a group of about 40 have been selected from two tenth grade choruses. Dressed in choir robes, the group will begin at 8:30 and carol until 9:00 o'clock.

To create a Yuletide effect, the lights will be dimmed. This plan for bringing the Christmas spirit to the students was originally Miss Strasburg's idea.

The Custer Chronicle

Published bi-weekly during the school year by students of the Custer High School, Milwaukee, Wis
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ALL-AMERICAN 1939-1947

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Make Your Resolutions Mean Better School

Have you made your New Year's resolutions? Let's have a few to better our school by bettering our conduct.

Do you follow the one-way-traffic rules in the corridors? Do you dispose of your gum (which you shouldn't chew) in the bubblers? Don't! Do you walk along, dragging your hands on the corridor walls? Don't! Do you drop paper and other refuse in the corridors and study halls? Don't!

Let us, the students of Custer, discontinue our bad habits; turn over a new leaf. Don't chew gum in business hours and there will be no disposal problem. Use your hands to carry your books, not to dirty the walls. Keep our halls and rooms clean by using the wastebaskets.

See paper on the floor, *feel* it in the desks, *do* something about it! Bend to help! Why leave it all for cadets, for teachers, for the freshmen who have the general appearance of classrooms and corridors as a responsibility. Surely we all have pride in the appearance of our second home—Custer—where we spend eight of our waking hours, five days in the week. What really good factory does not take pride in a 40-hour week spent in fine, clean surroundings?

How many times have you passed crippled children on the streets and all you offered for help in any way was the shaking of your head and the remark, "What a pity"!

If you really would like to help, there are many ways you can do so at various times, one of these times being during the annual "March of Dimes" campaign, which is now on and will continue through January 29—Roosevelt's birthday. Your contribution need not be large, for whether it be dollars or cents they all add up, since dimes make dollars. Let's drop in a contribution now.

SIGH-
LENT
NIGHT!
??
BUT
IS
IT?

Christmas is a holiday that is observed all over the world. Our thoughts go to the wonderful story about the birth of the Christ Child nearly 2,000 years ago when the angels sang and the people brought gifts.

The season is one of beautiful songs, joy and kindness, cheer and good-will. Happy reunions and friendly gatherings revive pleasant memories. Santa Claus and the Christmas tree brighten the hearts of both young and old.

Pettiness and selfishness fade from the picture. Thoughtfulness and consideration of others become more evident and the real spirit of Christmas makes life more beautiful.

We should not only appreciate the Christmas season but should try to carry the true spirit of Christmas with us throughout the year.

May all the joys and friendliness of Christmas be yours.

H. A. WEINGARTNER.

Dutch, English, Germans, Italians Give Traditions to Yule — American Style

By Darlene Blaschke

Santa Claus, elaborately decorated evergreen trees, fancy greeting cards, bright candles, holly, mistletoe, Yule logs, fancy wrapped gifts, wassail bowls—all of these are associated with Christmas — American style — but just how many of these traditions originated in America? Upon turning back the pages of history, we find that all were adopted by Americans from the traditions practiced by the peoples of other lands for many, many years.

Our Christmas tree dates back to the Aryan—speaking peoples in Asia who, every year, gathered around a Sun Tree, from which our Christmas tree is a direct descendant. As this idea spread over the world, decorations were added.

Our Santa Claus, developed from the Dutch "San Nicoloas," whose derivation is the legendary St. Nicholas, a patron saint who performed many good tasks but refused thanks for his deeds until the children started to thank him for gifts received on Christmas.

From Befama, the Italian Santa Claus, originates the "giving of presents" idea. The story goes that this saint was too busy to see the three wise men of the East on their way to see Christ, and because they returned by a different route, she missed them. Befana was condemned to wander forever, looking for them through the world and leaving presents as she went.

Mistletoe, Yule logs, holly, and wassail bowls are pre-Christian relics which we have incorporated. Bringing in the Yule log, an old English custom, was a very merry event. The rugged root of an oak was usually used. Every passerby doffed his hat to it as it was drawn along. The log from the previous year was kept and supposedly protected the house from fire. The presence of barefooted persons or flatfooted women while the log was burning was a sign of very bad luck.

The newest Christmas tradition is that of sending greeting cards. The first one was designed by J. C. Horseley and sent by Sir Henry Cole, an Englishman. From England the custom spread all over the world, reaching America in 1875. Louis Prang was one of the first men to enter the Christmas card business which today offers employment to many people.

Even though we have made many changes in these traditions, and we call them American, they are still not our very own ideas.

'Santa, Bring Some Bouncing, Noisy Toys'—'Little Faculty'

Dear Santa,

Snooping around in my regular pre-Christmas fashion, I overheard the wants of the little folks whose Daddies work at Custer High. Here goes a long list of typical childish desires. Maybe you can do something to brighten those eager faces as they peer into their stocking on Christmas morn.

Mechanically minded Noel Showers wants 31 sections of straight track and 41 sections of curved track for his train, a red hunting jacket, and ammunition for his rifle. His little sister, Sylvia, with her blond curls bouncing mischieviously, wants a doll, a sled, and a sink with running water. Shiver my timbers! That doll will get her bath!

And "Oh, so many nice things," are the dreams of little Sandra Louise Boltz. Not very specific, but you should be a good guesser after all your practice ysars.

John and Jim Eberbardt hope you will put a gun, a football suit, electric crane, and a movie projector in your pack for them; maybe even some books and toys if you have room, Santa.

Young Michael Farina, aged 5, would like an electric train, sled, and a wagon. His little 2 year old brother, James, wants anything that makes a lot of noise and bounces.

The frollicking boys of the Freudenthal clan—Philip, 13; John Peter, 10; and small David, aged 2, just want "something nice to play with." Could you find a gun for Philip?

Bonny Joy and Holly Jane Wulk both want dolls and lots of playthings for little girls. They've been good little girls and are hoping you will remember that when you stop at their house.

Over at Grandfather Weingartner's, two little folks—Tom and Dee Ann—want a wagon, a train, and a doll. They like toys that make noise and bounce, for they are just two and three years old. Sounds like a big delivery. Shall I get that extra sleigh ready for use?

SANTA'S HELPER.

Silent Night Inspires Priest To Write Well Loved Hymn

Once upon a time in the tiny village of Oberndorf, Austria, a song was born. It came about thus:

On a still winter night preceding Christmas Eve in 1818, a parson was sitting in his study, dreaming. Through his study window he could see clear blue-black sky sparkling with twinkling diamonds, while the snow lay soft and fluffy upon the ground, covering the spider-like branches of the trees with lacey trimmings.

He was thinking that this was a silent night—a holy night. Tomorrow people would be filled with happiness, peace, and humility.

Moved by his vision of peace and joy, Father Josef Mohr wrote a poem which he called "Silent Night." Then he walked through the snowy streets of Oberndorf to the schoolhouse of the nearby village of Arnsdorf. While he warmed himself in schoolmaster Franz Gruber's drawing room, shyly, with many a nervous gesture, he suggested, "Franz, would you perhaps read a little poem I wrote tonight—and maybe set it to music?" Franz would—and did.

"Silent Night, Holy Night,
All is calm, all is bright,
Round yon Virgin, Mother and Child
Holy Infant so tender and mild.
Sleep in heavenly peace,
Sleep in heavenly peace."

Though the organ was broken and his only accompaniment was a guitar, on Christmas Eve of 1818. Composer Franz Gruber's soft, full voice rang true as he sang to the festive villagers.

Burghers and peasants listened, entranced; Father Mohr had tears in his eyes. It was truly a holy night.

Every Christmas Eve four trumpeters gather in the village square of Oberndorf and, on the stroke of midnight, play the most simple and direct expression of mankind's gratitude and devotion to the One who was born in the little village of Bethlehem so long ago. This year, as in other years, the melody will float out again from the village which created it for the world to which it belongs.

Who's Who Scholarship Service

Here she is—no—there she goes! Always busy, every minute of the day; that's Darlene Blaschke, 12B. Brown haired, friendly Darlene has filled four years at Custer with many activities, besides winning many friends with her charming personality.

Darlene Blaschke

In her first four semesters, she was a member of the Junior Custer Players and class representative of the G.A.A. Versatile Darlene became more active in her junior and senior years. She is the vice-president of the Co-eds, secretary of the math club, and page editor of The Chronicle. In past semesters she has read several articles at assemblies.

"Darlene," states Miss Lorraine Kusta, "has done a great deal of service for the school and has developed personality through a varied and well-balanced extra-curricular program. She is dependable and efficient, and her pleasant personality and good common sense are true assets."

Outside of scholastic activities Darlene is a member of her church choir and secretary for a dartball team, also at church. After school and weekends, Darlene is employed at a neighborhood grocery store. In her leisure time—if there is any—Darlene enjoys sports immensely. You can find her bowling, golfing, dancing, or ice-skating.

Darlene has no definite plan for the future. However, if she does go on to school, she would like to be a rural teacher. She confides that her real ambition is to travel all over the world.

Miss Elsa Schoenelch, sponsor of the math club, firmly asserts: "Darlene is a most capable student with widespread interests. If developed and directed properly her fine qualities should do much for her in the future." Darlene, herself, concludes, "Some of my most pleasant and cherished memories are those from my four years at Custer, and when I leave, it will be with much regret."

Do Jews Have Christmas? Hanucah Often Confused

By Judy Cohen, '51

Is there a Jewish Christmas? If you'll stop to think, you'll realize that this often-thought idea is a misconception. Just remember that Christmas is a Christian, religious holiday, so it couldn't really be observed by the Jews!

You say you've heard of Jews celebrating a holiday in December. Yes, they do, and here is the reason. In Palestine, in the year 169 B. C., the Jews were under the rule of the tyrant king, Antiochus. Coming from the idol-worshipping country of Greece, he tried to force the same religous practices upon the Jews, a people believing in one God.

Inspired by a courageous young man, Judah Maccabee, the Jews revolted and succeeded in ridding the country of their conquerors. However, during the Greek occupancy, the synagogues were desecrated and symbols, precious and sacred to the Jews, destroyed.

The first act of the Jews after the removal of the enemy was to cleanse the synagogue and replace the furnishings. In order to rekindle the everlasting light, a lamp which is literally kept burning at all times in every synagogue throughout the world, oil was required. There was oil enough for only one day, but through a miracle it lasted for eight, until more could be procured. Hence, in remembrance of this miracle the Jews of the world celebrate the festival of Hanucah—meaning dedication—for eight days. Candles are lit each evening, one the first night, two the second, until eight are lit on the last night.

In modern Palestine the Hanucah celebration is as much a communal affair as the community Christmas tree celebration in Milwaukee. On tall towers over the entire country are large Hanucah lamps, displaying eight twinkling lights in a row—a thrilling sight to witness.

With Jewish holidays corresponding with the phases of the moon, Hanucah falls this year from December 8 through 16. Presents are exchanged and plays produced, depicting the original story. It is truly a holiday of rejoicing and one free for enjoyable and pleasant times.

Indian Bucketeers to Meet Sharp Rufus King, West on Hardwood

Redmen Seek Revenge For First 3 Losses

Indian hardwood men will face two fast squads as the old year closes and the new year begins. They meet West Division, December 19, at the Rufus King gym and Rufus King on January 9, on the Custer floor. The Redmen, after losing the first three games, three of them by four points, are out for revenge.

West is tied with Custer and Juneau in the conference cellar. With its star center, Wuhrman, West Division should supply plenty of competition in Friday's game.

Custer's Indians had better be wary of their game with the Generals, January 9. King, who almost beat first place East, rolled over Washington 61-36. Washington beat Custer 38-37 a short while ago.

King will be led by its star forward, Dassow, and its high scoring center, Morgan. Morgan is one of the individual scoring leaders in the city conference.

Twenty-two Letters Presented at Banquet

Twenty-two letters were presented to the members of the first and second squads of the '47 Redmen varsity football team on December 2, at an evening banquet held in the Custer cafeteria, sponsored by the North Milwaukee Kiwanis Club.

Members of the Kiwanis club, the "A" squad, Dr. Erskine — end coach of Marquette, coaches Art Showers, Gasper Farina, George Wulk, Emmett Russel, and Principal Harry A .Weingartner attended. Letters were given on the basis of the number of quarters played during the season. Quarters earned during previous seasons are carried over to the following seasons. Any one who plays at least two minutes in a quarter is credited with a quarter.

The twenty-two letter earners this year are Paul Coleli, Robert Feuling, Richard Heder, John Goetsch, Richard Stock, Peter Gust, Howard Biscobing, Daniel Fairbanks, Duane Minton, Harold Miller, Donald Schuppe, Charles Teichen, Richard Petrie, Gerald Straty, Russell Werth, Carl Kranendonk, Eugene Prudhomme, Robert Reickhoff, Robert Shaber, Fred Sindorf, Donald Recklin, and Donald Herbel.

Intramurals Attract 175 Hopeful Boys

With a total of 175 boys as prospective stars, intramural basketball at Custer got under way December 8, with 22 teams participating.

The freshmen, who will play in a league all their own, have four boys Bill Blashke, Don Berken, James Freckman, and Kurt Rossner to captain their teams. The rest of the boys, in tenth through twelfth grades, will play eighth hour and after school.

Twelve teams with Peter Gust, Jack Lathrop, Bob Shaber, Don Rechlin, John Norcross, Carl Kranendonk, Jerome Gehrig, Tom Marker, Don Herbel, Fred Sindorf, Fred Liermann, and Jack Gisch as captains are to play eighth hour, while Eugene Lompa, Don Schwanke, Donald Ricci, Gordon Nichols, Jim Kirchen, and Raymond Heard will captain the four teams to play after school.

Kentucky's Sure-Shots Affect Redmen's Aim

Inspired by Coach Frank Ashcraft's tale a few weeks ago, of the barefoot Kentucky boys who sank 20 shots in 20 attempts from over half the distance of the floor, "Kentucky Boys of Custer" is a new feature that is being added to our basketball games.

The boys aren't too sharp yet, but in practice Howard Biscobing sank two shots from two-thirds the length of the floor and one from the center, and Paul Colell followed with two more swishers from the center.

Adaptation of this "Southern style" shooting ought to help Custer's cagers a lot. "It's those free-throws that count."

MUS, Washington Lose to Bees; North Wins

A small, but fast, Custer Fresh-Soph team, crushed a Milwaukee University School team, out-played a big Washington squad, and lost to a powerful North quintet by respective scores of 34-29, 22-21, and 12-27, in its first games this season.

Jack May piled up a total of 20 points, to lead the junior Indians in scoring. Dick Petrie is close on his heels with 18 points, while Lee Peters and Frank Prevart each have 11 points.

M.U.S., Purgold, North Beat Reds; Indians at Bottom

Custer's Indian cagers went down to their fourth straight defeat Friday, December 12, at the hands of North Division, 44-28, after losing to Milwaukee University School and Washington, 39-40 and 37-38, respectively, in the previous weeks.

The Indians fought hard against an unpredictable North team until the final gun. Nothing worked right, and the final score showed Custer behind. Holdman sparked the North team with 17 points. Paul Colell was the only bright spot on the Custer team as he sank 9 points to lead a feeble Indian scoring parade.

The first half of the M.U.S. game was much the same story. However, Custer got red hot in the second half and closed the M.U.S. margin very rapidly. They managed to hold a slim one point lead and the game ended, 39-40. Howard Biscobing led the Indian scorers with 18 points while Krowley, M.U.S. forward, led his team with 15 points.

The Washington game was an exact duplicate of the M.U.S. tilt with the Purgolders winning 38-37. Colell led the Redmen with 14 points, while Derrwaldt dropped in 12 points for the Purgolders.

Would-Be Pharmacist Turns Coach, Guides Destiny of Football Squads

"A great, big, personal for Coach Showers!" shout the cheerleaders. And thereby hangs a story of a man who has lived football from pre-high school days. His home town of Stoughton, Wisconsin, saw Arthur Showers pile up nine letters in football, baseball, track and basketball.

Ripon College almost produced "pharmacist Showers," but with the depression of '32, and the drugstores handling everything from pans to hosiery, he took a straight science course. Teaching became his goal. Besides a science major, he acquired one in physical education, which included training in school coaching. His fourth year with college football saw him as team captain.

After graduating, he arrived at Custer in 1932, to find a grand total of 38 boys out for football. All were varsity players; then, every player was necessarily a varsity player. "It's very gratifying," said Coach Showers, "to note that 128 were out for the team this last season."

"A coach's hardest job," he continued, "is to keep the boys' interest. It's hard for a bench-warmer to be always ready to give his best. Impressing the boys with the importance of keeping in condition is also very important." Other duties of a coach include keeping the boys studying, and impounding the basic fundamentals of playing the game well.

"Speaking of the Redmen's sportsmanship," Mr. Showers said, "never, in anyway, have I seen a breach of sportmanship in 15 years on the field."

Hunting, fishing, trapshooting, and troop chairman of a scout group keep Mr. Showers free time filled. He is also a member of the Milwaukee High School Coaches' Association, and was its president in 1945.

Red Flashes . . . Fred Sindorf

Peppy, smiling Fred Sindorf, 12B, really goes for his favorite sport, football, in a big way. "No. 86" has participated on the Redmen squads for three years, earning his letter this season as left half.

Fred Sindorf

While a member of the freshman-sophomore squad, Fritz received a numeral for his service as quarterback. "My biggest thrill," states Fred, "came the first time when I was called off the bench and sent into a game."

"Fred plays football with his head," commented Coach Arthur Showers, "and makes a worthy halfback even though he lost out on a year of practice." Mr. Showers continued, "'Fritz' has shown remarkable perseverance in both sports and studies during his junior and senior years."

Football minded—that he is—but Fred has other plans for his future. He hopes to go to Marquette after his graduation in June and take Business Administration.

As outside activities, Fred plays basketball for the Double A, ice skates, toboggans, swims, and keeps a scrapbook.

Blaschke, Calbaum, Throndson Lead Honor Roll With Averages of 97

Leading in the school high honors, are homeroom 206 with 18 honor students; 105 11; and 201, 10 students with an average of 90 or above.

Darlene Blaschke, 12B; Arleen Calbaum, 11B; and Louise Throndson, 12A, led the honor roll with averages of 97. Averages of 96 were earned by Judy Cohen, Ruby Baernwald, Marliss Henseling and Helen Steinich.

Five students with averages of 95 are Betty Hahm, Lenore Leist, Dorothy Schultz, Mildred Vosswinkle, and Marilyn Weise.

Ninety-four averages were earned by Dick Blackston, Alice Hartmann, Mary Eve Henneke, Theresa Horbas, Clarice Lepton, Ruebin Moen, Virginia Mummert, Iona Price, Joyce Schallert, and Carol Woech.

Twelve students were placed on the honor rolls with averages of 93. Lois Anderson, Henry Bohl, Alice Brunner, Joyce Beerbaum, Susan Cockerl, Connie Draper, Geraldyne Foell, Carol Goerhing, Carol Jarchow, Marcia Pallister, Pat Ramseyer, Clifford Starr.

The following had averages of 92: Roger Anderson, Dolores Dahl, Laverne Dahl, Mary Ann Davis, Doris Degner, Marilyn Eisner, Lenore Heilman, Richard Geiger, John Heiden, Marilyn Koffke, Kenneth Kussmann, Jack Lathrop, Patricia Minor, Carol Parlow, Herman Werner, Duane Ruprecht, James Schroeder, Robert Schroeder, Donald Schuppe, Patricia Seims, Alan Zingelman.

Averages of 91 were attained by Sharon Albrightson, Donald Baumann, John Benson, Donald Berka, Kenwyn Boldt, Ruth Erickson, Anita Gisler, Edna Gisler, Charlotte Green, Marie Anne Greub, Roland Haffner, Jack Johnson, Elaine Luepke, Connie Mercer, Robert Meyers, and Marjorie Moeller, Joan Pierce, Ronald Rezel, Joyce Stanelle, Marlene Uecke.

Twenty-three students complete the high honor group with averages of 90. They include Betty Bohl, Shirley Brandenburg, Lavon Bullard, Betty Cawood, Margaret Deiss, Marlene Dietrick, Dorrette Drewitz, Edith Drout, Barbara Fellin, Beverly Fink, Carolyn Fleckenstein, June Flowers, Marilyn Hall, Victor Hensel, Dolores Irwin, Ray Jahn, Eunice Lexow, Lorraine Marker, Sylvia Maurer, Dorothy Moeller, Patricia Prahl, and Rosemarie Tetting.

When Christmas Is Done

By Ruby Baerenwald

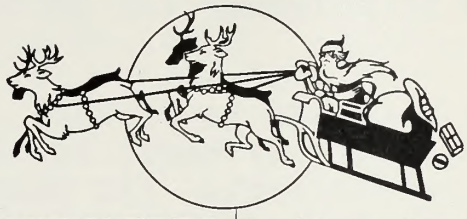
T'was soon after Christmas, the
children were blue
"The magic 's all gone, we have
nothing to do!
Saint Nick has returned to the
far-off North Pole,
Our games are all played; it's too
wet for a stroll."

Then Mother spoke up, "Now I know
you'll agree
You can make your own magic—just
listen to me:
A cookie-house party would be lots
of fun."
"Hurray!" they all said, "we will just
love to come."

They spread icing on house from
roof-top to basement,
Trimming with care 'round the door
and each casement.
They were busy with cutting and
baking and slicing,
Then plastered the cottage with
cookies and icing.
The gay cookie—house was too fine
to discard,
But at last it fed hungry birds out in
the yard;
And the girls all exclaim as they
think of the fun.
"There still can be magic when
Christmas is done!"

Typists Take Speed Tests

Typing rapidly but without errors—that is the goal of Miss Margaret Strasburg's Typing III class. Ten students from her third hour class took a ten minute speed test recently. Rosemarie Tetting had a net speed of 48 words per minute; Beverly Sharples, 46; Marilyn Koffke, 45; Lenore Heilman and Lenore Leist, 44; Lorraine Maiers, 43; Barbara Fellin, 42; Joanne Shiekis, 41; and Verna Herbst and Alice Hartmann, 40.



Up 'n' Comin'

Twenty-eight junior high students have received an average of nineteen or more points for the last mark period. The points earned by these people are as follows:

Patricia Koll 26, Sandra Syman 24, Tom Benson 23, Carol Greiner 23, Carole Schallert 23, John Rietz 23, Raymond Hafer 22, Betty Hilak 22, Richard Petri 22, Irmgard Deiss 21, Theonia Filopoulos 21, Richard Merz 21, Wayne Thompson 21, Donald Winter 21 are the leaders in the seventh and eighth grade groups.

Following closely are Arleen Dressler 20, Jane Herbst 20, Sally Kirsch 20, Gerald Markert 20, Ronald Cornelius 19, Sbeila Kozall 19, Virginia Kraus 19, Tom Lathrop 19, Mary Ann Nelson 19, Willsugh Scherf 19, William Tennessen 19, Gerald Throndson.

Holiday Spirit Pervades All Clubs; Two Groups Observe Traditions

Christmas is in the air and Custer students are full of the Yuletide spirit. The following plans have been made by the clubs:

Lorraine Allen, 11A, of homeroom 201, is in charge of German Club's Christmas party. She really has a full program in store for her fellow members consisting of games, German carols, a Christmas play, and old Saint Nick himself. German cookies will be served.

The annual Latin Club Saturnalia supper will be held in the cafeteria, December 17, from 3:30-4:30 p. m. The club will welcome the faculty and students who are interested. Tickets may be purchased from any of the Latin club members.

The Senior Boys' Council is small in number but large in ambition and spirit, will serve refreshments at their last regular meeting before Christmas vacation.

Changes in plans as announced in the previous issue of the Chronicle are few, but existing ones are: No refreshments nor meeting to be held by the Art club; the Coeds plan a tea and program for December 17, in the cafeteria. Refreshments will be served in courses with entertainment between each course. A pantomine will be presented to put everyone in the best holiday spirits.

Food Goes to Europe On Friendship Train

Starting in Hollywood, California, on November 9, the Friendship Train, which originated in the mind of Columnist Drew Pearson, was on its way to France and Italy.

Fruits, grains, milk, medical supplies, and clothing were a few of the many contributions from the different sections of the country.

President Truman stated ,upon viewing it in Washington, D. C., "This is as fine a gift to France as the Statue of Liberty was to the United States."

N

NAME PLATE The heading at the top or near the top of the front page containing the name of the paper. See pages 33, 34, 35, 36, and 103 for examples of name-plates.

NEWS STORY The distinctive feature of the news story which sets it apart from all other writing is its inverted structure. (See PART II) After the most important facts have been covered in the lead, the story continues bringing out the details in a diminishing order of importance. See pages 50, 51, and 52.

The body of the story has two functions: (1) to explain and make more explicit the facts stated in the lead, and (2) to supply additional information of secondary importance not mentioned in the lead.

Sometimes the lead contains only a significant quotation by an authority which does not summarize the entire story. The writer then usually follows the lead with a summary paragraph and then gives the rest of the details according to the inverted structure order. For example:

'World Needs Better Trained
Citizens,' Says Dean Stalnaker

"Because transportation has made the world smaller, science has made it more dangerous, and the lack of advance in social science has not paralleled physical science, the world needs more educated and better trained citizens." — Quotation

Thus stated Dr. John Stalnaker, dean of Leland Standford university, and director of the Pepsi Cola examinations, at the first honore assembly, Nov. 18. — Summary Paragraph

He believes that part of the trouble in the world is due to "inadequate communication. The language problem and the lack of understanding make it hard to attain understanding. For

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instance, the words 'be fair' or 'be democratic' might be taken many different ways in different languages."

Dr. Stalnaker urged everyone to study foreign languages in order to realize the difficulties of communication.

"Nowadays, the scholar and gentleman are replaced by the citizen trying to make the world a better place in which to live," Dr. Stalnaker emphasized.

He believes that students should be selected and trained at government expense in order to have highly developed people in all fields.

Dr. Stalnaker stressed that brains alone are not enough, however. "More important than these are character and emotional balance, with character being the balance wheel."

He praised ETHS as being one of the finest secondary schools in the United States with excellent types of students, equipment, and faculty. --

Other details in a diminishing order of importance

The Evanstonian
Evanston Township High School
Evanston, Illinois

Other stories are sometimes written in a chronological order following the lead paragraph. The *sports story often follows the summary lead with a play by play description. The following is an example of a story-written chronologically:

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Audience Rate
Tenth Annual
Festival High

by James Olander

The Tenth Annual Play Festival, rated by many as one of the finest, was presented by the speech arts classes, Jan. 23 and 24. The comedy, tragedy, and farce provided just the right variety to make an enjoyable evening. — Summary lead

In Booth Tarkington's comedy The Ghost Story, Marjorie Dallman and William Kraemer gave superior performances as the girl and the nervous lover who hasn't found the courage to propose. Martha Graycarek played the maid in a most realistic manner. Patricia Bianchi, Carol Dreyer, Annella Gigure, William Nickles, Arthur Paulman, Paul Rabenhorst, and Wayne Vetter were perfectly natural as the gang who couldn't take a hint. — --

The Valiant, a tragedy by Halworthy Hall and Robert Middlemas, afforded excellent opportunities for James Gallagher, Berlyn Schmidt, and Dolores Swiggum to show their dramatic talents. Charles Maurer gave one of the best performances of the evening as Father Dailey. — Details in chronological order

The final offering of the evening, the Wonder Hat by K. S. Goodman and Ben Hecht, was by no means the least of the plays. Harold Tadych frantically played the distressed Punchinello trying to recover a magic shoe and a wonder hat from Audrey Podrabsky and Donald J. Novy. Herbert La Bin and Dorothy Wiesner very effectively took over — --

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--

the parts of Pierrot and Margot.

Hi-Tower Flashes
Lincoln High School
Manitowoc, Wisconsin

In the following example, see how paragraphs 2, 3, and 4 supply additional information of secondary importance to the lead paragraph:

Jerry Ellis Made
GM Of Times
For New Term

Jerry Ellis has been named general manager of The South Side Times for the next six issues, it was announced today by Miss Rowena Harvey, adviser.

Jerry has replaced Marilyn Rockhill, who has served as general manager since November 20. Marilyn is now student adviser of The Times. Jerry has previously served as managing editor.

Other changes include Pat Close, who is filling the position left vacant by Jerry Ellis. Pat previously served as ad manager.

Other major staff members include Jerry Dreisbach, news editor; Joanne Witte, editorial editor, Donna Roberts, feature editor; Don Fackler, sports editor; Patty Andorfer, business manager; Jeanne Manning, circulation manager; Janice Hilsabeck, copy editor; and Ellyn Heine, ad manager.

The South Side Times
South Side High School
Fort Wayne, Indiana

The following paragraph shows how each paragraph contains a new fact or idea which can stand alone or may be omitted from the story. These are called

the people of Pierrot and
Margot.

Hi-Tower Pirates
Lincoln High School
Manitowoc, Wisconsin

In the following example, see how paragraphs 2, 3, and 4 supply additional information of secondary importance to the lead paragraph:

Jerry Hills Made
GM of Times
For New Term

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The South Side Times
South Side High School
Fort Wayne, Indiana

The following paragraph shows how each paragraph contains a new fact or idea which can stand alone or may be omitted from the story. These are called

"block paragraphs"; they are entities in themselves which means they may be interchanged without affecting the story as a whole. Also additional paragraphs may be inserted after the story is written without changing any of the original material.

BAND TO GO
TO CUBA FOR
MARDI GRAS

By special invitation of the Cuban government, 210 Miami High band members will travel to Havana Feb. 5, along with the Miami Edison and Andrew Jackson high school bands. The musicians will be guests of the Cuban government during the country's annual Mardi Gras carnival, Feb. 7, 8 and 9.

One hundred and forty band members, all the A majorettes, 20 B majorettes, 12 flag twirlers and the 30 United Nation's color guards will travel via charter vessel Feb. 4 and return Feb. 11.

These three bands along with 26 floats from the Orange Bowl parade were selected by Dr. Jose M. Vidana, director of the carnival project, to be present in the carnival parades on the evenings of Feb. 7 and 9.

While in Cuba band members will take in a sightseeing trip of the capital.

The Cuban government, which will bear the expenses of the trip, has not yet decided where the guests will lodge during their visit.

Dr. Vidana and Ramon Figueroa are now in Miami making these arrangements for Florida's representation in the carnival.

Miami High bandmaster, Mr. Al Wright states "I think that this is the finest educational opportunity that has been presented to our band and orchestra members. I know they will make the most of

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Miami High bandmaster, Mr. Al Wright states "I think that this is the finest educational opportunity that has been presented to our band and orchestra members. I know they will make the most of

it and enjoy the experience immensely."

Miami High Times
Miami High School
Miami, Florida

"Musts" for the newswriter:

1. Write short paragraphs.
2. Use a vivid, forceful *style of writing.
3. Relate only the facts without opinion. This means substituting expressive verbs and nouns for opinion-forming adjectives and adverbs.
4. Assume that the reader knows nothing about the incident you are reporting. For related information on the art of newswriting, see *Headlines and *Style.

References: MacDougall, Ch. V; Spears and Lawshe, Ch. 3.

NO-COUNT HEAD *Headlines

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Miami High School
Miami, Florida

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NO-COUNT HEAD *Headlines

O

OVERLINE The headline appearing above a picture.
*Caption *Cutline

P

PAD To pad a story means to lengthen it by elaboration when the facts or its importance don't merit it.

PAGE MAKE-UP *Make-up

PERSONALS Short news items about individuals, usually appearing in a society column. *Column

PHOTO A shortened form of photograph.

PICA A size of type six lines to the inch in depth of body; 12-point.

POINT Type sizes are measured on the basis of a point system. A point is a unit of measurement which equals 1/72 of an inch. Type is therefore designated as 6-point, 8-point, or any other number of points. (72-point type is 1 inch high.)

PRESS ASSOCIATIONS AND MAGAZINES

1. National Association of Student Editors of the National Education Association (N.E.A.)
   a. Vitalized School Journalism, official organ of the N.A.S.E.
2. National Scholastic Press Association, Fred Kildow, director, 17 Pillsbury Hall, University of Minnesota, Minneapolis, Minnesota.
   a. The Scholastic Editor, official magazine of the N.S.P.A.
3. Columbia Scholastic Press Association, Joseph M. Murphy, director, 202 Fayerweather Hall, Columbia University, New York, N. Y.
   a. The School Press Review, official monthly magazine of the C.S.P.A.
4. Quill and Scroll, international honor society for high school journalists, Northwestern University, 339 East Chicago Avenue, Chicago, Illinois.
   a. Quill and Scroll, official magazine.
5. The National Association of Journalistic Directors, a professional group for all teachers of journalism and advisers of publications in private and public schools up to the university level.
6. The C.S.P.A. Advisers Association, a group of teachers and advisers.

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6. The C.S.P.A. Advisers Association, a group of teachers and advisers.

PROOF An inked impression of type which has been set up. The impression or proof is then read for errors. *Proofreading

PROOFREADER A person who reads proof. *Proofreading

PROOFREADERS' MARKS

Abbreviation

Spell out — Substitute full spelling of word or number.

Fig — Substitute figures.

Insertion or Omission

∧ — Indicates point of omission.

⁊ — Take out (delete) part marked.

Stet — Do not make change indicated in margin. In addition to this mark in the margin, a series of dots is placed under the word or words in question

Kind of Type

cap — Change to capital letters.

s.c. — Change to small capitals.

l.c. — Change to lower case (small letters).

Rom — Change to Roman type.

Ital — Change to Italics.

b.f. — Change to bold face type.

9 — Letter marked is reversed, or upside down.

Position

= — Make lines straight.

tr — Transpose order of elements marked.

⊐ — Move to right.

⊏ — Move to left.

⊓ — Move up.

⊔ — Move down.

□ — Indent one em.

Punctuation

⊙ or ⊙̂ — Insert period.

⊃ or ⊃̂ — Insert comma.

⊃ or ⊃̂ — Insert semicolon.

⊙ or ⊙̂ — Insert colon.

⋁ — Insert apostrophe.

⋁ — Insert quotation marks.

|1—| — Insert one-em dash.

|2—| — Insert two-em dash.

= — Insert hyphen.

Spacing

— Insert space between words.

⌣ — Take out all space between words.

⌣# — Close up but leave some space.

⌣ — Push down space that prints.

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PROOFREADER A person who reads proof. *Proofreading

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? — Letter marked is reversed, or upside down.

Position

≡ — Make lines straight.

tr — Transpose order of elements marked.

] — Move to right.

[— Move to left.

⌈ — Move up.

⌊ — Move down.

□ — Indent one em.

Punctuation

⊙ — Insert period.

⊙ — Insert comma.

⊙ — Insert semicolon.

⊙ — Insert colon.

— Insert apostrophe.

— Insert quotation marks.

— Insert one-em dash.

— Insert two-em dash.

= — Insert hyphen.

Spacing

— Insert space between words.

⌒ — Take out all space between words.

— Close up but leave some space.

— Push down space that prints.

W.f. Letter marked is from wrong font.

x Letter marked is broken or imperfect.

Paragraphing

¶ or L Begin new paragraph

No ¶ Do not begin new paragraph.

Run in Make elements follow on same line, without break.

⌣ Less space.

∧ lead Insert space (lead) between lines.

⊂ lead Take out space (lead) between lines.

Uncertainty

(?) Is this right?

See copy See copy and insert what has been omitted or make as per copy.

PROOFREADING

The proofreader is the person who reads and corrects the printed proof, usually furnished in the form of galley proofs, on long strips of paper.

Proofreading is very exacting work. It requires close attention to details, as well as a quick eye, a good memory, and a broad knowledge.

If the proofreader discovers an error involving the taking out of one or more words, he should substitute a word or words of the same length, to avoid the necessity of resetting several lines. In this connection the value of sending carefully edited manuscript to the printer cannot be over-emphasized.

The type for most publications is set by machine, thereby making some kinds of mistakes practically impossible. The type for advertisements is usually set by hand, however, and this fact makes it necessary for the proofreader to be on his guard against certain kinds of error peculiar to handset type.

The marks here given are those in standard use in most printing establishments.

wf Letter marked is from wrong font.

x Letter marked is broken or imperfect.

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Specimen of Corrected Proof

b.f. Washington, Feb. 16 -- (A P) -- A

l.c. Dawn-to-Dusk flight from the United tr

States to the Panama canal zone cap

nt will be atempted Match 10 by Cap- n

tain Ira C. ~~Mecker~~, who was chief pilot Eaker

of the record-breaking endurance

Rom plane Question Mark

The flight will be made in the first tr

= model of the P12 newest and fastest

of army pursuit planes. It will start lead

from Brownsville, Tex. with France

Field, Panama, as the terminal. Five #

stops will be made in the 2000-mile

flight Tampico and Manitilian, Mex- See cpy

ico; Guatemala City, Guatemala

w.f. Managua, Nicaragua; and David,

Panama.

Captain Eaker is at Seattle, where

tr his ship is biemg built. He plans to

leave there, either Monday or Tues-

d day, for Kelly Fiel San Antonio, Tex.,

where thorough ~~flight~~ tests will be stet

conducted.

Specimen of Corrected Proof

D 6/ Washington, Feb. 15 -- (A P) -- A
dawn-to-dusk flight from the United
States to the Panama canal zone cap-
will be attempted March 10 by Cap-
tain Ira C. Meaker, who was chief pilot Baker
of the record-breaking endurance
from plane (question mark)

The flight will be made in the first
model of the P-12, newest and fastest
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stops will be made in the 2000-mile
flight: Tampico and Tantillan, Mex-
ico; Guatemala City, Guatemala;
Managua, Nicaragua; and David,
Panama.

Captain Baker is at Seattle, where
his ship is being built. He plans to
leave there, weather Monday or Tues-
day, for Rally Field, San Antonio, Tex.,
where thorough flight tests will be
conducted.

Reference: Proofreaders' Marks, Columbia Scholastic Press Association, Columbia University, New York, N. Y.

Q

Q and A A question and answer style of writing, used in stories having many questions and answers. Quotation marks are omitted. (See PART II, page 12.)

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R

READER INTEREST Reader interest is the lifeblook of a school newspaper and only by studying and understanding it can the paper become an effective organ in the school.

A beginning toward understanding reader interest may be made by dividing the readers into large interest groups. The readers of any school newspaper can be classified in the following ways:

1. The student body can be divided:
   a. into boys and girls
   b. into classes: freshmen, sophomores, juniors, and seniors
   c. by interests: athletically minded, socially minded, activity minded, and scholastically minded
   d. by courses: college, commercial, scientific, general
2. The three main groups of readers are:
   a. students
   b. faculty
   c. parents

All of these groups must be taken into consideration in the publishing of a school newspaper. For instance, how much space should be given to sports? Do the majority of girls read the sports page? If not, is the paper justified in including a page solely of interest to girls?

Ways of maintaining reader interest:

1. Names make news.

   Many papers work out techniques whereby they include as many students' names each issue is possible. However, the inclusion of a name is only justified in relation to its news value. Beware of printing over and over the names of students belonging to small cliques. A school newspaper is only successful in so far as it represents the whole student body and not just a few students.

   One way of getting names into the paper is through the society column, not to be confused with the gossip column. The attitude of the

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Columbia Scholastic Press Association toward gossip columns is expressed in the Newspaper Rating Sheet: "Boy-girl gossip is not in good taste in a school newspaper." See *Column

Other ways of getting names into the paper is through stories which give recognition for scholastic ability. See The Custer Chronicle, page 106, for two stories, one on the honor roll and the other on typing, which include many names.

2. Letters to the editor.
   The number of contributions to this column is a good index to one phase of reader interest. Every school paper should include a public forum column so that the voice of the people may be heard. See *Column
3. Good news writing.
   Any paper may cover all the news in the school but the successful, widely-read paper is the one in which the news is written interestingly and well. A routine, stereotyped handling of stories will not sustain reader interest. What is the story behind the story? To merely record a fottball game or an assembly is useless because the reader has seen it himself. What was there about the game or assembly that the reader didn't see? An imaginative reporter will find out and write his story from a new, fresh angle.
4. Interesting *make-up.
   A paper that continues to display its news stories, features, and ads in an attractive and interesting fashion will have its readers eagerly awaiting each edition. See pages 33, 34, 35, 36, 37, 103 for examples of well-written stories and attractive make-up.
5. Pictures are important.
   Some one said "a picture is worth a thousand words" and this is also true in school newspapers. Pictures include photographs, which should show action whenever possible, and student art work such as cartoons, comic strips, and other drawings.
6. Promotion stunts.

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It is important to keep the name of the paper constantly before the student body. The many ways of doing this are only limited by ingenuity of the staff. A college newspaper, which the writer was formerly connected with, sponsored a school dance in the fall called "The Harvest Hop." Both the students and faculty supplied entertainment to the delight of all, and the dramatic club presented a short, humorous skit. The staff also followed through on the harvest idea in the fall decorations and refreshments of apples, cider, and doughnuts. Other entertainment included a student disc jockey who had charge of the loudspeaker and recording machine and squaredancing which was handled by another student. Such promotion schemes build up traditions, provide good copy for the paper, improve student-faculty relations, and raises the reader interest rating. Other promotion schemes are newspaper-sponsored assemblies, spelling contests, quiz contests between classes, homerooms, or students and faculty, sports rallies, book weeks, and many others.

3. Measuring reader-interest.
   1. The drop-out method
      The daily papers occasionally check reader interest by dropping out a feature for a few days to see if there is any demand for its return. This is not a very successful method for school papers to employ because they are not published often enough.
   2. The questionnaire method
      In this method the questionnaire is prepared by the staff and filled out by the student body. The questions asked depend upon what the paper wants to find out. Do the readers read the editorials? Would they like a new type of feature, etc.?
   3. The inteview method
      Using the latest copy of the newspaper, interviewers from the staff question members of the student body about what they read in the paper. This method presupposes that the plan is carefully worked out in advance and that the interviewers are well-trained for their task.

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4. The observation method
If the school is small, most of the students may read all of an issue. In such a case, the staff may send out observers to see what the student read first as an index of reader interest. This method is difficult to handle but can be done by distributing the paper in the homeroom at a time when there is nothing else to distract the students from reading the paper.

Studies of reader interest should be made at least once a year and the staff must then plan the contest of the paper on the basis of the results of its research.

RELEASE To release a story means that it may be printed at a certain date. For instance, a new coach may have been appointed to the faculty of the school. The principal will release the story for publication at his discretion.

REPORTER A reporter is one who "reports" the news for a publication.

Duties of:

1. To write the news in accordance with the best principles of news writing; to know how to write *leads and *headlines.
2. To write the news promptly and in good English.
3. To consult the *assignment book on the staff bulletin board to learn what news articles have been assigned and the date when they are due.
4. To *cover the news assigned by the news editor.
5. To get complete, thorough, detailed, and accurate news accounts.
6. To leave uncovered no source of information in writing an article.
7. To include as many names of students as possible. "Names make news!"
8. To turn in the news articles to the news editor at the specified time.
9. To report to the news editor any items which have not been listed in the assignment book.
10. To rewrite any articles that the news editor, editor, or faculty adviser assigns.
11. To make any suggestions for the improvement of the paper.

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10. To rewrite any articles that the news editor, editor, or faculty adviser assigns.
11. To make any suggestions for the improvement of the paper.

12. To attend all staff meetings.

Qualifications (Bleyer)
1. Curiosity
2. "A Nose for News," or ability to recognize news and to determine its value
3. Imagination
4. A wide range of knowledge
5. Good judgment
6. Ability to think logically
7. Ability to write easily and correctly
8. A sense of responsibility
9. Accuracy
10. Ability to work rapidly
11. Initiative and resourcefulness
12. Perseverance
13. Ability to establish and maintain personal contacts.
14. Tact and courtesy

Qualifications (Spears and Lawshe)
1. Reliability
2. Accuracy
3. Enthusiasm
4. Loyalty
5. Cooperativeness
6. Ability to observe closely
7. Ability to write objectively

Qualifications (McDougall)
1. Nose for news
2. Resourcefulness
3. Moral integrity
4. Personality and tact
5. Industry and enthusiasm
6. Other qualities
    a. facility in writing
    b. accuracy
    c. speed in gathering material
    d. speed in writing the story

References: Taylor, pp. 126-127; Bleyer, Ch. III; Spears and Lawshe, Ch. 27; MacDougall, Ch. I.

REVIEW A review is a critical summary of a book, play, motion picture, or musical event written by a qualified critic for a newspaper.

12. To attend all staff meetings.

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1. Curiosity
2. "A Nose for News," or ability to recognize news and to determine its value
3. Imagination
4. A wide range of knowledge
5. Good judgment
6. Ability to think logically
7. Ability to write easily and correctly
8. A sense of responsibility
9. Accuracy
10. Ability to work rapidly
11. Initiative and resourcefulness
12. Perseverance
13. Ability to establish and maintain personal contacts.
14. Tact and courtesy

Qualifications (Spears and Lawshe)
1. Reliability
2. Accuracy
3. Enthusiasm
4. Loyalty
5. Cooperativeness
6. Ability to observe closely
7. Ability to write objectively

Qualifications (McDougall)
1. Nose for news
2. Resourcefulness
3. Moral integrity
4. Personality and tact
5. Industry and enthusiasm
6. Other qualities
   a. facility in writing
   b. accuracy
   c. speed in gathering material
   d. speed in writing the story

<u>References</u>: Taylor, pp. 126-127; Bleyer, Ch. 111; Spears and Lawshe, Ch. 27; McDougall, Ch. 1.

<u>REVIEW</u> A review is a critical summary of a book, play, motion picture, or musical event written by a qualified critic for a newspaper.

REVIEW WRITING *Critical Reporting

REWRITE (noun or verb) A rewrite is a story from another paper, revised to meet local interest, or one received from a student to be revised to follow newspaper style.

RULE A rule is a strip of metal used in composition. A rule used to *box in a headline or a story may be of any thickness depending upon the blackness of emphasis desired.

RUN-AROUND The continuation of a story around a cut that is narrow enough to permit type to be set beside it. See The Custer Chronicle, pages 103 and 104.

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SCOOP (n) A scoop is a story appearing in one paper before it appears in any other. *Beat

SIG CUT A cut of a signature or name of a firm.

SLUG A slug or *guideline is a word or phrase written at the top of the copy to identify the story.

SPORTS EDITOR The sports editor is responsible to the managing editor or assistant editor and is in complete charge of preparing and assigning all sports material.

Duties of:

1. To assign reporters to cover all boys' and girls' athletic events.
2. To maintain a high standard of sports writing among the sports writers. See *Sports Story
3. To be personally responsible for seeing that the sports department is satisfactory to all students.
4. To keep posted on all developments, coming events, schedule changes, changes in rules, line-ups--everything that the reader would be interested in knowing about the athletics of the school.
5. To assign sports features and sports columns.
6. To submit edited copy to the managing editor or make-up editor for copyreading at a specified time. On large staffs, sports copy would be edited on the copy desk under the news editor.

Reference: Taylor, p. 127.

SPORTS PAGE *Make-up

SPORTS STORY In writing the sports story, the reporter follows the news story structure. Sports stories differ somewhat from straight news copy in that sports writing has become highly individualized and consequently is not written as objectively as the news story.

Requirements of the sports reporter:

1. Remain cool.
2. Follow the plays accurately.
3. Know the rules.
4. Know the past records of players and teams.

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5. Use the language of the game but not a slangy style.

Writing the story:
1. Follow *news story structure.
2. Include all elements of interest:
   a. Significance of the game
   b. Probable outcome
   c. How victory was won
   d. Important plays
   e. Individual records
   f. Injuries
   g. Occasion or crowd
   h. Weather
   i. Statistics
3. Emphasize the *feature.
4. Use an individual style. Many sports stories are written under by-lines.
5. Explain the plays.
6. Do not play up the star at the expense of the team.
7. Supply background information.
8. Get the coach's viewpoint as well as the crowd's.

Before the Game

1. Know the names of players and positions on both teams.
2. Get all background information about the teams, the players, the schools. What kind of a game is it? An annual contest? A league game?
3. See the coaches if possible

During the Game

Keep a running account of the plays.

After the Game

1. Check your data with the official scorer.
2. Interview the coaches.

Outline for a typical sports story
1. Summary lead (written for the casual reader to supply conversational material)
   a. Results, score--with a *feature played up.
   b. How scores were made and who made them.
   c. Comparison of teams with names of leading players.

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Writing the story:

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d. Stars and how they starred.
e. Coaches and crowds.
f. Additional entertainment--bands, etc.

2. Running story for fans, chronologically handled
   a. Logically outlined--spaced for main divisions of play.
   b. May be as detailed as one sentence for each play or for each important play.
   c. Filled with names, figures, and exact facts.
3. Statistical tables.

Types of Sports Stories

1. The coverage story:

Lourdes Conquers
Florence, 41-12

Using 38 players and scoring in every period, the Shamrocks ran over an undermanned Florence team Saturday afternoon, Oct. 11, at Lauerman athletic field by the score of 41 to 12.

Summary lead

Jim Benesh opened scoring in the first period on a jump over from the one yard line, Pete Valind adding the extra point by taking John Doyle's pass. The second touchdown came in the last minutes of the first half when the starting lineup returned to the game after the second string had given up a touchdown on a pass. Doyle plunged into the end zone and Valind's placement was no good, to give Lourdes a 13 to 6 halftime lead.

Important events of the game in

The Irish exploded in the third canto with Doyle, Paul Payant and Darrell Metivier going over for a touchdown from the nine, 15 and 15 yards respectively. Valind added two extra points and Metivier one, all on placements.

The scoring was finished when on the last play from scrimmage in the game the third string came back, after giving up a touchdown to Flo-

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Types of Sports Stories

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Jim Benesh opened scoring in the first period on a jump over from the one yard line. Pete Valind adding the extra point by taking John Doyle's pass. The second touchdown came in the last minutes of the first half when the starting lineup returned to the game after the second string had given up a touchdown on a pass. Doyle plunged into the end zone and Valind's placement was no good, to give Dorsies a 12 to 6 halftime lead.

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ence, to hit paydirt with Steve Kopish carrying, and John Pilarski adding the point after touchdown on a pass from Lyman Jason.

The Shamrocks had the edge on Florence by their weight and power, but the visitors fought back, playing a clean game. They were penalized only five yards, while the Irish drew 95 yards on penalties. Lourdes gained 443 yards to the visitors' 78.

chronological order

The Lourdes
Lourdes High School
Marinette, Wisconsin

2. The advance story: See page 105 for an example of an advance story headlined: Indian Bucketeers to Meet Sharp - Rufus King, West on Hardwood.

3. The sports column: See page 105, "Red Flashes..."

4. The sports feature: See page 105 for an example of the feature interview:
   Would-Be Pharmacist Turns Coach,
   Guides Destiny of Football Squads

5. The sports review: See page 105 for an example of a short review of several basketball games:
   M.U.S., Purgold,
   North Beat Reds;
   Indians at Bottom

6. The promotion story: See page 105 for an example of a football promotion story headlined:
   Twenty-two Letters
   Presented at Banquet

References: Hyde, Newspaper Handbook, Ch. IX; Wrinn, Ch. XVI; Spears and Lawshe, Ch. 6; Savidge and Horn, Ch. XI.

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1. The organization must be sufficiently flexible to permit the utilization of the available pupil personnel to the greatest possible advantage.
2. The staff must be organized so as to fix responsibility definitely and without question.
3. There must be planned provision for promotion from semester to semester through some sort of rivalry system.
4. There must be adequate provision for in-service training of all staff members.
5. The staff must be organized into workable units that are more or less complete in themselves.

Contributing to the failure and mismanagement of school publications is a lack of organization. Too often students fail to carry out their duties and responsibilities because these have not been specifically outlined. Duties of the various staff members are found under the appropriate headings throughout the Index. These duties, which have been adapted from Taylor's "Constitutional Organization of a School Publication," pp. 121-132, are only suggested because the number of responsibilities assigned to each member of the staff depends on the requirements of the school.

Taylor's unique plan of organizing the staff under a constitutional plan assures effective guidance of the school paper. The usual constitutional organization was set up under the following sections:

Article I	Statement of Purposes
Article II	Administrative Control
Article III	Board of Editors
Article IV	Elections and Appointments
Article V	Board Meetings
Article VI	Executive Committee
Article VII	The Faculty Adviser
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The keystone of the plan was an assignment book, in which was kept a complete record of every story assigned; the subject, the serial number of the story (based on the printing schedule), the approximate number of words, the date of assignment, the date due, the date received, the person to whom assigned, the editor making the assignment. The assignment editor, next in rank on the editorial staff to the editor, was responsible for this record and checked up on the department editors, who in turn protected themselves by making judicious assignments or by assisting the reporters receiving the assignments. At any time during the preparation of an issue it was possible to learn just what progress was being made and which reporters or editors were prompt and which were lagging. In order that the department editors might feel their responsibility, all stories entered in the assignment book had to go through their hands. If stories came to them incomplete or inaccurate, they were expected to make the necessary additions or corrections before the stories could be checked through as complete and given to the editor for his official sanction.

In recognition of his responsibility for all copy in his department, each department editor was credited with an appropriate number of words on his individual record. Every person working for the paper, even though he contributed the merest local item, had an individual record sheet. The tale told by these sheets was fascinating to all whose aspirations turned toward a higher place in the sun. Each person knew that his record was open to inspection and that it would be examined periodically by the executive staff. Once a month the executive staff--comprising the advisers (business and editorial), the editor-in-chief, his two associates, the assignment editor, the news editor, and the business manager--met to make such promotions and reductions in rank as seem warranted. They called into these meetings those department editors and business assistants who might be needed to give additional information with regard to particular individuals.

Recruits were first given consideration, and those giving evidence of journalistic promise were added to the reporter list. This step was the first link in the chain for the young writers. Often it was necessary for them to work for several issues before

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finding their names on this list. Sometimes a name was dropped from the list after a period of brief resplendence. Not an issue was published that did not contain work of some who had not assisted before. Tryouts, though often voluntary, were sometimes solicited by the editors, who were always looking for alert and talented reporters. After action had been taken on the newphytes, the positions on the staff were scanned for advisable changes. Perhaps someone feeling the pressure of too much extrcurriculum activity had resigned, or an assistant had not been working up to the requirements of the department, or the creation of a new office on the staff seemed imperative. . .

All positions on the staff were ranked from the editor-in-chief (Number 1) to reporters (Number 25). Accordingly, a promotion was definite. Except in cases of outstanding merit, a member was not advanced more than two or three ranks. In the course of his advancement every reporter had first to be promoted to star reporter (Number 24) or copyreader (Number 23). Usually two of each of these were competing for promotion to the staff proper. The most alert and able of the aspirants rarely served in these positions for more than two months before securing the desired promotions. They were given ample opportunity to prove their caliber. The rank sheet was posted where it could be consulted at any time, and all staff changes were posted and later incorporated in the masthead of the paper. Promotions and reductions in rank accordingly secured sufficient attention to insure continuous striving for advancement and conscientious work to retain a desirable position. The plan attracted the talented and ambitious and curtly dropped the careless, the indifferent, and the inefficient.

References: Taylor, pp. 121-132; Spears and Lawshe, Ch. 29; and Grinnell, pp. 617-622.

STET Stet is a term which indicates that words crossed out are to be set in type in spite of cross-out.

STREAMER *Banner

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"For editors and printers style means the method of handling various mechanical matters such as capital letters, punctuations, forms of plurals, divisions of words, details of *typography." *Style Book

Newspapers today prefer a style of writing which makes the most economical use of the language. The watchwords of journalistic writing are accuracy, brevity, and clarity.

Characteristic newspaper style may be achieved:

1. By putting the important idea of a sentence at the beginning;
2. By using short, terse paragraphs;
3. By cutting out superfluous words, phrases and clauses:

The articles the, a, and an can often be omitted:

Weak: The Needham students watched the game.
Better: Needham students watched the game.

Weak: It is a part of the play.
Better: It is part of the play.

Weak: The committee arrived at a conclusion.
Better: The committee concluded.

Weak: The students held a discussion on the matter.
Better: Students discussed the matter.

Weak: The Student Council will meet on Monday.
Better: Student Council will meet Monday.

Weak: Ted Williams will speak at the assembly which will be held on Monday.
Better: Ted Williams will speak at the assembly Monday.

Weak: The assembly was held for the purpose of discussing the matter.
Better: The assembly was held to discuss the matter.

4. By using the active voice instead of the passive:

Weak: The accident was witnessed by ten students.
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5. By stating facts only and avoiding expressions of opinion;
6. By using nouns and verbs in preference to adjectives and adverbs;
7. By avoiding trite, hackneyed and obsolete words and expressions;
8. By obeying the rules of good English usage.

Faults in style and diction involve:
1. use of long, complicated sentences;
2. use of unemphatic sentence beginnings;
3. failure to use short, compact paragraphs (the newspaper paragraph should not exceed 75 words(;
4. wordiness (See PART II)
5. lack of unity and coherence;
6. use of general rather than concrete words.
7. failure to use bright, vivid verbs;
8. lack of dignity as evidenced in slang and nicknames;
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References: Perrin, pp. 580-581; Savidge and Horn, Ch. XI; Hyde, Journalistic Writing, p. 406; Mac Dougall, Ch. VIII.

STYLE BOOK (Also called Style Sheet) A compiled list of grammatical and typographical rules that a paper adopts to maintain uniformity of style. Each school newspaper should compile it own list of usages. For an example of a style book, turn to the next page.

SUBHEAD One line of bold face type used to break up a long story.

SUBSCRIPTION MANAGER The subscription manager has charge of all subscriptions (student, faculty, alumni) and is responsible to the business manager. Compare *Circulation Manager.

Duties of:
1. To organize and carry out with the business manager, the campaigns for subscriptions.
2. To organize, with the advice of the business manager, the corps of subscription agents.
3. To receive and collect all subscription funds, tabulating them in detail, making a detailed record

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15 cents to members
25 cents to non-members

CONTENTS

Columbia University
202 Fayerweather Hall
New York, N. Y.

PREFACE

This style book is intended primarily for writers for school publications. The suggestions cover the points of usage that are most frequently encountered in such publications.

Examination of school papers and magazines and professional style books reveals that current usage varies considerably. (Notice the Atlantic Monthly's use of single quotation marks for direct quotations.) Newspaper usage prefers the down style (fewer capitals) and more frequent use of figures. Magazine and literary usage allows more capitals and prefers numbers spelled out. There seems to be no final and definite authority of best usage on many of the points involved in high school publications.

Realizing these differences, the authors of this style book have given optional or alternate forms in several instances. Select the style that is more suitable for your publication, follow it consistently and cross out the alternate form.

No attempt has been made to include a complete course in writing correct English, inasmuch as those who write for school publications are usually fairly well-grounded in the fundamentals of spelling, grammar, etc.

The style book has purposely been made in a convenient size so that every one who writes for the school paper may have it readily accessible wherever he writes. A copy furnished to the typesetter will avoid many questions and perhaps save time and money for numerous minor, but annoying, corrections.

No claim of originality or finality is made for this booklet, but its authors hope that its use will result in better written and more uniformly edited school publications.

THE COMMITTEE.

CHARLES F. TROXELL, *Chairman*
GERTRUDE L. TURNER
LAMBERT S. GREENAWALT
FLORENCE BARBER
ALICE CHEEK

Note to Thirteenth Edition:

While none of the features which were included in the first edition of this style book have been omitted, the thirteenth edition brings up to date the original style book of 1932 and improves upon the first general revision made in November, 1938. It is hoped that this new edition, revised by Charles F. Troxell, will continue to meet the needs of the advisers and staff members of student publications as successfully as the preceding issues.

All copy has been reread carefully and a number of errors, particularly in punctuation, which had escaped attention, have been corrected. More than 12,000 copies of this style book have been used in student publications offices in every state and in the territorial possessions. In many instances it has been included, in large part, in similar publications issued by the individual schools, colleges and universities. It has also become the style book for numerous scholastic press associations throughout the United States.—J.M.M.

PREPARATION OF COPY

1. Use unglazed, white, (or manila) paper of uniform size. The 8½ by 11 inch size is preferred.
2. Write legibly. Use a typewriter whenever possible.
3. In typewritten copy use double or triple spacing.
4. In handwritten copy write on every second line (on lined paper) or allow plenty of space (on unlined paper).
5. "Print" out in capitals all proper names, technical terms, and any words that may be difficult for the compositor to decipher.
6. Indent paragraphs at least one inch.
7. Use one side of the sheet only.
8. Begin your story about the middle of the first sheet. The blank space above is for the headlines or titles, usually written after the story is complete (in the style of the publication).
9. Be careful in writing the letters a, e, i, o, m, n, u, w, r, s, and v.
10. In handwritten copy use a soft, black pencil.
11. Allow a one-inch margin on either side of the sheet and at the bottom.
12. Check copy very carefully for any errors of fact, technical English usage, violations of the style book, spelling of proper names, etc.
13. Do not write over figures or words; scratch out and rewrite.
14. Do not put more than one story on a single sheet of paper.
15. Write your name in the upper right-hand corner of the first sheet.

16. Number your sheets consecutively at the top with a circle around the number.

17. Use a readily removable clip to hold your pages together at upper left corner.

18. Do not roll or fold your manuscript.

19. Place # or XXX at the end of every completed story.

Abbreviations

Abbreviate:

1. The following when accompanied by a proper name: *Mr.*, *Mrs.*, *M.* (Monsieur), *Mme.*, *Mlle.*, *Messrs.*, *Msgr.* (Monsignor), *Dr.*, *Prof.*, *the Rev.*, *Hon.* (to be used only with foreign names, in editorials, or in documents).

2. Names of states when they follow the names of cities: *Tulsa, Okla.*

3. Names of organizations when there is no misunderstanding: as *D. A. R.*, *Y. M. C. A.*, *Y. W. C. A.*

4. University degrees when they follow a proper name: *John Doe, M.A.*, but say, He received his degree of master of arts.

5. Use the abbreviations *U. S. A.* or *U. S. N.*, after a proper name when these designations apply.

6. Abbreviate *Number* before figures in such technical expressions as *No.* 2 wheat.

Do Not Abbreviate:

1. Names of months of the year. (Note—Some newspapers prefer to abbreviate names of months of six letters or more: *April 6*, but *Sept. 15.*)

2. Christian names. Do not use Alex., Chas., Geo., Jas., Thos., Wm.

3. Days of the week.

4. Years, except when the figures immediately follow a name: *He was living in 1870, the class of 1927*, but *Myrtle Finlan, June, '25.*

5. Christmas. Never use Xmas.

6. Per cent. Write *20 per cent* discount (no periods), not 20%.

7. Cents (See rule 6, Figures).

8. United States, except in headlines.

9. Names of streets. Write *126 West Main Street.*

10. Fort and Mount.

Titles

1. The title when it can be limited to one word should always precede the name: *Prof. John D. Smith.*

2. In writing of students say Mary Brown, and then Mary. Do not use Miss.

3. In writing of women and woman teachers use *Miss* or *Mrs.*, as the case may be, with the first name, and then later *Miss* or *Mrs.* with the last name. Thus: *Miss Helen A. Price*, then *Miss Price* or *Mrs. Mark G. Haynes*, and then *Mrs. Haynes.*

4. Never use *Mr.* with a man's name the first time mentioned. Use his first name and initials. The second time use *Mr.* with the last name. Thus: *Albert O. English*, and then *Mr. English.*

5. Always use *the* before Rev. the first time a minister is mentioned. After that say *Mr.* with the name. Thus: *the Rev. John V. Horton*, and then *the Rev. Mr. Horton.* For Catholic priests write *the Rev. Robert F. Flynn*, and then *Father Flynn.*

6. Do not share a man's title with his wife. Write *Dr. and Mrs. John Mayo*, or *Prof. and Mrs. John Dewey*.

7. Write *Mr. and Mrs. John F. Smith*, not Mr. Smith and wife.

Capitalization

Below in several instances two forms are given. The one labeled "Down Style" is preferable for newspapers. The other, designated "Up Style," is preferable for magazines.

1. Capitalize *English*, *Latin*, *German*, *French*, *Spanish*, but not *art*, *astronomy*, *biology*, *botany*, *domestic science*, *general science*, *history*, *mathematics*, *science*, except when used as names of specific courses. Thus: *Algebra 1*, *Modern History 2*.

2. Do not capitalize the names of classes in the school: *freshman*, *sophomore*, *junior*, *senior*, or the *faculty*.

3. *Up Style:* Capitalize the full name of a school: *Jonesville High School*, *Freeport Academy*, *Cornell University*.

Down Style: Do not capitalize words like school, academy, university, college, and the like, when they follow the name of the institution: *Jonesville high school*, *Freeport academy*, *Cornell university*, but *University of Pennsylvania*.

4. Do not capitalize high school, academy, university, college, and the like, when used as adjectives: *the high school team;* or when used without the distinguishing name: *the high school is new*.

5. *Up Style:* Capitalize the full names of associations, clubs, societies, and similar organizations: the *Nevada Athletic Association*, the *Smith Commercial Club*, the *Oriole Literary*

Society; but write *the club will meet*, *the society will debate*, when these words are used without distinguishing adjectives.

Down Style: Do not capitalize the word association, club, society, and the like, in expressions such as the *Nevada Athletic association*, *the Smith Commercial club*, *the Oriole Literary society*.

6. *Up Style:* Capitalize the names of places in expressions such as: *the Gray Memorial Field*, *the Whitman Library*, *the Penfield Building*.

Down Style: Do not capitalize field, library, building, and the like, in expressions such as *the Gray Memorial field*, *the Whitman library*, *the Penfield building*.

7. *Up Style:* Capitalize the words street, avenue, boulevard, road, lane, and the like in addresses: *1309 Harrison Street*, *5432 York Road*.

Down Style: Do not capitalize the words street, avenue, boulevard, road, lane, and the like, in addresses: *1309 Harrison street*, *5432 York road*.

8. *Up Style:* Capitalize the words river, lake, mountain, hill, and the like, when they follow the name: *Delaware River*, *Rocky Mountains*.

Down Style: Do not capitalize the words river, lake, mountain, hill, and the like, when they follow the name: *Delaware river*, *Rocky mountains*.

9. Capitalize gulf, lake, mount, and the like, when they precede the name: *Gulf of Mexico*, *Lake of the Woods*, *Mount Whitney*.

10. Capitalize titles preceding a proper noun: *Coach Edgar A. Williams*, *President Ralph B. Johnson;* but do not capitalize such words when they follow the name: *Edgar A. Wil-*

liams, coach; Ralph B. Johnson, president of the class.

11. Capitalize all proper nouns, including names of months and days of the week.

12. Do not capitalize the names of the seasons, unless personified: *spring, summer, autumn, winter.*

13. Capitalize all words in titles of plays, songs, books, lectures, addresses, etc., including the initial words *A, An, The,* but not articles, prepositions, or conjunctions within the title: *The Spy;* but *The Last of the Mohicans.*

14. Do not capitalize the words a, an, the in titles of periodicals: *I saw it in the Times.*

15. Do not capitalize north, south, east, west and their compounds and derivatives, except when they designate divisions of the country.

16. *Up Style:* Capitalize *Christmas Day, Easter Day.*

Down Style: Capitalize the names of holidays: *Christmas, Easter;* but *Christmas day, Easter day.*

17. Capitalize the names of all nationalities: *American, French, German, Japanese.*

18. Write a. m., p. m. (lower case letters, not capitals).

19. Do not capitalize adviser (note spelling is -er, not -or), varsity (no apostrophe), commencement, room.

20. Notice the use of capitals and lower case letters in expressions such as ex-President Taft (lower case e, hyphen, capital P).

Dates

1. Write *Thursday, March 24,* giving name of day, month, and date (in figures) unless references fall within one week of publication

when the month and day (March 24) may be omitted unless there is possibility of confusion. Do not write March 24th. Never use *st, nd, th,* etc., after a figure in a date.

2. In writing for newspapers, do not forget that the date when the publication is to be read is *today,* the day after publication is *tomorrow,* and the day before publication is *yesterday.* For any other day, use the actual date, as in paragraph one.

3. In stating time, write *today at 2:30; next Wednesday, March 24, at 8:15 p. m.* Write 2 *p. m.,* not 2:00 *p. m.*

Compounds

The following words are written solid (one word):

already
anybody
anything
backstretch
bankbook
baseball
basketball
bookkeeper
bookkeeping
committeeman
cooperation
downtown
entranceway
everybody
eyewitness
fairgrounds
farewell
featherweight
football
foresight
fullback
grandstand
handbook
halfback
highlight
homestretch
inasmuch
lacrosse
lifelike
lifelong
manlike
midnight
nearsighted
nevertheless
newcomer
nobody
notwithstanding
nowadays
playground
quarterback
railroad
rainstorm
reenforce
roughshod

schoolhouse
schoolroom
schoolmaster
schoolmistress
skyscraper
somebody
something
sometimes (adverb)
somewhat
subcommittee
sunset
thunderstorm
today
tomorrow
tonight
twofold
tryout
typewritten
typewriter
volleyball
within
without

(Some papers prefer the hyphen in all ball games: base-ball, foot-ball, etc. Some use them as two separate words: base ball, foot ball, etc.)

All words ending in -self are written as one word.

The following are written as separate words:

all right
any one
a while (noun)
en route
every one
every time
ex officio
good will
home room
in so far
near by (adverb)
newspaper man
news stand
no one
right of way
school teacher
some day
some time (noun)
street car
water works

The following require the hyphen:

bric-a-brac
brother-in-law
co-ed (slang)
man-of-war
secretary-treasurer
semi-final
tete-a-tete
so-called
two-thirds (and all fractions)
un-American
well-known

Elect, *ex*, and *vice* used in titles are connected to the titles by the hyphen.

Compound numbers usually require the hyphen: *forty-two*.

Compound adjectives require the hyphen: *good-looking*.

Several reputable professional publications use highschool as a solid word.

Figures

Style books vary greatly in clearness and uniformity on the subject of figures.

Probably the most universally followed rules on the much-debated point of when to use figures are these:

In all cases of literary composition, figures should be written out, if possible, except in dates.

For newspaper use: in general, write figures for 10 and over. Round numbers, however, are spelled out.

Do not begin a sentence with figures. Spell out the word or rephrase the thought.

The following are samples of some of the types most frequently encountered in school newspapers:

1. More than a hundred candidates reported.
2. The enrollment this term is more than 1,250.
3. The team so far has scored 91 points.
4. The girls downed Germantown, 5-4.
5. Membership is restricted to 35.
6. Tickets are 50 cents each. Do not write $.50, or 50 cts., or $0.50.
7. Weekes made a six-yard gain.
8. Benner dropped one over from the 30-yard mark. (Note the hyphen.)

9. Whitaker was high scorer with 12 points, closely followed by Rice, with 10.

10. Williams won with a leap of 20 feet, 5 3/4 inches.

11. Jordan's time was 10.2 seconds, good enough to qualify him for the finals.

12. The equipment is valued at $18,000.

13. Use figures for the hours of the day: at 8 p. m.; at 9:30 last night.

14. Use figures for ages: He was 8 years old; but little two-year-old John.

15. Use figures for all sums of money of two digits and more.

16. Use figures for street numbers: 9 West Maple Street.

17. Spell out the word for numbered streets, unless a W., E., N., S. intervenes between the house number and the number of the street. Write 123 Fifteenth street, but 123 North 15th street.

18. Use the apostrophe for plurals of letters and figures: a's, 12's.

Some publications may have particular needs not covered by the list above. In that case make additions as needed.

Remember that whatever style is set for the publication, that style and no other should be used.

Italics and Other Type Faces

1. Use italics (or bold face) sparingly. Secure emphasis by a more forceful phrasing of the thought. This caution applies also to the use of entire words in capitals or in capitals and small capitals in a body type of light face. Notice that the names of one's own publication or publications are usually set in

capitals and small capitals, or some other distinctive type, however.

2. A single line under a word indicates to the compositor of a publication that the word is to be set in italics. In newspaper work, the underlining usually means bold face. This depends on what is carried in the typesetting magazine.

3. Two lines under a word indicate to the compositor that the word is to be set in small capitals throughout.

4. Three lines under the initial letter and two lines under the remainder of the word indicate that the initial letter is to be set in a large capital and the remainder of the word in small capitals.

Paragraphs

1. For ease of reading, paragraphs in newspapers should not be over eight or ten printed lines in length, or about 60 to 75 words. Longer paragraphs are difficult to read and sometimes difficult to handle in make-up.

2. Write the most important details in the first paragraph (or paragraphs). Remember that the last paragraph may be cut off in the make-up.

3. It is important that items in long stories be paragraphed in the order of their importance so that leeway may be had in making up the forms.

STANDARD FORMS

So many situations occur again and again that every publication should adopt standard forms for certain types of copy.

Metropolitan dailies carry standard forms for reporting summaries of sport events. Select a set for various sports (baseball, football, soccer, basketball, and the like) and then follow them exactly.

Track Meet Summary

This sample portion of a track meet summary shows style for places, times, heights, distances, etc. Observe abbreviations, figures, etc.

100-yd. dash—Won by Morton, T; second, Tomlin, T; third, Clark, R. Time, 10.4 sec.

880-yd. run—Won by Burk, T; second, Chase, R; third, Wilkins, R. Time, 2 min., 15.6 sec.

High Jump—Won by Gage, T; second, Bates, R; third, Winters, T. Height, 5 ft., 6 3/4 in.

Broad Jump—Won by Bates, R; second, Walters, R; third, Jenkins, T. Distance, 19 ft., 7 5/8 in.

(Name of school or abbreviation of name of school may be used in place of the initial, whichever is clearer.)

Elections

(Order, punctuation, capitalization)

The new officers are George M. Lower, president; William J. Morrison, vice-president; Charles R. Ewart, secretary; James F. Pendleton, treasurer.

Alternate form: The new officers are president, George M. Lower; vice-president, William J. Morrison; secretary, Charles R. Ewart; treasurer, James F. Pendleton.

Mark copy clearly to indicate whether copy is to be run in or set in column width.

Play Casts

Two forms may be used in setting play casts. Either the cast may be set in smaller type or the play characters may be "quoted," as shown by the following examples:

John Haring, the husband, Emory Baird
Mary Haring, the wife, Laura Carn.
Alice Haring, their daughter, Ann Lewis.

or:

"John Haring," the husband, Emory Baird; "Mary Haring," the wife, Laura Carn; "Alice Haring," their daughter, Ann Lewis.

Programs

The following is a good form for printing programs: In her first group Miss Reiter sang "Voice of a Dove" (Mozet); "Goin' Home" (Dvorak); and "Spring" (Gilbert).

The program is as follows: Reading, "My Mother" (Jones), Mary R. Boyle; soprano solo, "A Tree" (Kilmer), Betty Barr; address, "The Changing Times," Dr. Robert W. Mayer.

Debate Subjects

(Punctuation and capitalization)

The subject for debate was "Resolved: That capital punishment should be abolished in the United States."

PUNCTUATION

Years ago punctuation marks were sown thickly through the manuscripts. Printers were responsible for many more. Today they are shunned as much as they were desired in former days. The present style tends towards the elimination of all unnecessary marks. Newspaper usage is an example of that tendency. Following are standard forms:

Period

Use a period.

1. At the end of every declarative sentence:
   Newspapers are read universally.
2. After abbreviations:
   The Goss Co., 104 West St., the Rev. Dr. Miles.
3. As a decimal point:
   John's average for the year was 86.5.
4. Three periods separated by em spaces to show that words have been omitted:
   This generation . . . will see a revival of learning.

Do not use a period:

1. After headlines:
   Reds Win Last Lap
2. After chemical symbols:
   CuO (copper oxide)
3. After nicknames:
   Biff Jones, Babe Ruth
4. After date lines:
   Lancaster, Jan. 13—

Comma

Use a comma:

1. To set off participial phrases:
   Cheering him loudly, the mob left.

2. To separate words, phrases, or clauses in a series.
   The game was clean, fast, and exciting.
3. To separate two adjectives that modify the same noun, provided they are of the same kind and modify the noun with equal force:
   Hart gave him a cold, steady stare.
4. To set off parenthetic words, phrases, or clauses:
   Harley, as I know, could not lose the fight.
5. To set off a clause not closely connected with the main clause:
   The desk, which stands in the corner, is bright red.
6. To set off phrases or expressions at the beginning of a sentence when they are loosely constructed:
   To tell you the truth, I am only a freshman.
7. When its absence would obscure meaning:
   That that is, is.
8. To separate the month from the year:
   Dec. 25, 1925.
9. To set off words, phrases, and clauses used appositively:
   Bill, the hero, had died.
10. To indicate the omission of a verb in a compound sentence:
    John was elected editor; Mary, assistant.
11. To introduce a short quotation:
    I said, "Let him stay."

12. In addresses:
    Scott Lennes, 1846 Bermay Street, Chicago, Ill.
13. In numbers over three digits:
    867,028,047,084,000.
14. After a mild interjection:
    Alas, he was gone.

Do not use commas:

1. To set off restrictive clauses:
   The man who set the broken arm was the trainer.
2. Before or after quoted matter, except when it follows said, declared, etc.:
   It was marked "Handle with care."
3. Between the name and Jr., and Sr.:
   Paul Farrel Jr.
4. Before a coordinate conjunction in a compound sentence and in such a series as:
   Black, white, blue and green ties were sold.

Semicolon

Use a semicolon:

1. In long compound sentences to show greater separation than that indicated by a comma:
   He did not go to Utah, as he planned; he went to New York.
2. Before *therefore*, *however* and similar conjunctive adverbs connecting co-ordinate clauses:
   He was doing excellent work in algebra; therefore, he was permitted to do advanced work in mathematics.

3. To separate distinct clauses in the same sentence:
   War has come; the dove of peace has flown.
4. Between the successive main divisions of an enumeration:
   The officers are John Grove, president; Donald Spence, secretary; John Welsh, treasurer.

Colon

Use a colon:

1. Before a quotation that begins a new paragraph:
   Colonel James stated as follows: "My feelings on the subject are indeed deep, etc."
2. Before an enumeration or series of items:
   Try this menu: soup, steak, potatoes, coffee, and dessert.
3. To separate elements of time:
   The time set for the departure was 10:37.
4. Between chapters and verse numbers:
   Acts IX:13.

Apostrophe

Use an apostrophe:

1. To form the possessive of all nouns regularly inflected:
   The boy's story was not accepted. High school girls' books are usually full of papers.
2. To indicate elision of letters:
   Don't say that. Me wife an' me ain't goin'.

3. With an s in forming the plural of letters, figures and symbols:
   T's, 487's, &'s.
4. In abbreviations of school classes:
   The class of '29.

Do not use an apostrophe:

1. In possessive pronouns:
   Hers, yours, its.
2. When an original elision is no longer recognized:
   Varsity, phone, bus.
3. When a name without the apostrophe has been officially adopted:
   Iowa State Teachers College.

Dash

Use a dash:

1. To set off a parenthetical expression:
   The three R's—readin', 'ritin', 'rithmetic—are the fundamentals of grammar school training.
2. To denote an abrupt change in the subject:
   He said, "Bring me that"—but he was gone.
3. To indicate faltering or broken speech:
   "Well—er—you see—it was this way."
4. To denote an unexpected turn in sentiment:
   He was generous—with other people's money.
5. To denote the omission of letters:
   Madame B— departed in haste.
6. In verbatim reports of testimony:
   Q—Did you ever know the accused?
   A—I did not.

7. After date lines:
   York, March 27—

Quotation Marks

Use quotation marks:

1. To indicate that the words are those of another person:
   "He is dead," the lad shouted.
2. With titles of books, poems, plays, songs, etc.:
   "Silas Marner," "Comus," "Macbeth."
3. At the beginning of each paragraph in a quotation of several paragraphs and at the end of the last one of the series.
4. To set off slang expressions or foreign words:
   The cheer-leader's job is to "pep up" the crowd.

Do not use quotation marks:

1. Titles of books in a tabulated list or in copy made up largely of titles.
2. Names of newspapers and periodicals:
   The owner of the New York Times was Adolph Ochs.
3. Around nicknames:
   Ty Cobb, Red Grange.
4. For the name of your own publication. (Set it in distinctive type).
5. In writing testimony with question and answer:
   Q—What is your plea?
   A—Not guilty.

"The period and the comma always fall within the quotation marks.

"Exclamation and interrogation points, colons, and semicolons should be inside the

quotation marks when part of the quotation; otherwise outside."—Government Printing Office Style Book.

Hyphen

Use a hyphen:

1. To indicate the joining of words to express one idea:
   up-to-date, ex-president, man-of-war.
2. In compound numbers and in fractions:
   Sixty-nine, seven-tenths.
3. In suspended expressions:
   Several five- and ten-dollar bills.
4. When a word is divided at the end of a line:
   Profes-sion, re-pair, at-tract.
5. In compound adjectives:
   The Dewey-written report.

Do not use a hyphen:

1. In today, tomorrow, tonight.
2. When two nouns are joined to make another noun—with some exceptions:
   Copyreader, baseball, classroom.
3. In civil or military titles:
   Attorney general, brigadier general.

ILLUSTRATIONS

For general newspaper work the zinc etching and the halftone are used. The zinc etching is used for all line drawings, diagrams and the like. The halftone is the better for photographs or wash drawings.

In the zinc etching the lines must be sharp and clear, no shading being permissible except the lines of the pen. All letters, etc., must be open. In general the drawing should be at least one-third larger than the proposed engraving.

The halftone is used for the reproduction of photographs or wash drawings. In a halftone the surface is made of a multitude of raised points and depressions. In proportion as the points are large and close together or small and far apart the tones in the printed picture will vary from black to white. Halftones in zinc are commonly used because they are cheaper; for permanent service or long runs copper halftones are better.

Halftones are classified according to the degree of fineness or coarseness of the screen employed in making them. Meshes vary from 60 to 400 lines to the inch. Naturally the finer screens bring out the detail and artistic quality of a picture. The average newspaper uses a 65-line screen. This gives best results on newsprint stock. Of course the type of paper used more or less determines the screen. The finer screens can be used on better quality paper. For coated paper, as in yearbooks, 120- to 150-line screen should be satisfactory.

All unnecessary background should be eliminated. This can be done by using strips of paper to arrange suitable dimensions. Confer with your engraver.

HEADLINES

A Few Pointers

The purpose of the headline is to bulletin the news contained in the article. It should "advertise" the high spots of the story.

1. Read the lead of the article and briefly scan the remainder before writing the head.
2. Tell nothing in the head that is not in the article.
3. Place the verb in the first line if possible.
4. Do not repeat the same thought in the second deck as given in the first.
5. Use short words in the head—the more you tell the better.
6. Do not sacrifice accuracy for a "balanced" head.
7. Use present tense, active voice, if possible.
8. Write a feature head for a feature article.
9. Each lower case letter and each space between words count 1 unit, except *i* and *l*, which count ½ unit and *m* and *w*, which count 1½ units each.
10. The comma, semicolon, period and single quotation marks each count about ½ unit.
11. Keep heads balanced—that is, have nearly the same number of units in each line.

Punctuation

1. Use the period only for abbreviations.
2. Use the semicolon in display decks to separate two independent clauses.
3. Use the dash in inverted pyramids and hanging indentions to separate two independent clauses.

4. Use single quotation marks in all headlines.
5. In addition to the abbreviations permitted by the style book, the following may be used: Initials of school press associations; initials of one's own school; U. S., Y. M. C. A., Y. W. C. A., D. A. R.
6. Punctuate only when necessary.

Figures

1. Either figures or spelled-out numbers may be used regardless of copy rule.
2. It is permissible to begin a deck of a headline with figures, in violation of the copy rule.
3. When a number written in figures is longer than the corresponding word, the word should be used.

Division

1. Do not divide words in display decks.
2. Do not divide an infinitive, a noun and its article or modifiers, a preposition and its object, a conjunction from the words which it joins, or a participle from its auxiliary.

Use of Words

1. Use a verb in each deck of the head. It is permissible that forms of the verb "to be" may be implied.
2. Use nouns and verbs that make a complete statement of fact.
3. If a verb is used for the first word of a main deck, the subject of that verb should be the first word in the second deck.

COPYREADING

The copyreader is the person who reads the handwritten or typewritten manuscript before it is sent to the printer.

He must read the copy carefully, for the typesetter will set the copy exactly as he gets it. "Follow the copy, even if it goes out the window" is the typesetter's motto.

All corrections should be written as neatly and legibly as possible. If copy is too full of corrections, it should be rewritten.

The copyreader should write *folo copy* in the margin when he wishes copy containing misspelled words or bad grammar set as it is written.

If a piece of copy is to be set in other than the usual width, the desired width should be clearly indicated. Column widths are measured in terms of so many picas wide. This style book is 16 picas wide.

If an unusual arrangement of type is desired, such as that required by placing a cut in the middle of two columns with type run around it, a layout sheet should be attached to copy, showing the exact size of block on which cut is mounted, together with lines to be used as caption and explanatory underline or lines.

If a piece of copy or a part of it is to be set in larger or smaller type than is usual, the copyreader should mark in the margin the size of type to be used.

Arrange copy, as far as possible, in the sequence in which it is finally to appear in print.

Number all sheets consecutively straight through from first to last. On the top sheet in a conspicuous place, state the total number of sheets sent for typesetting.

Estimate carefully the quantity of copy required for the publication. Do not send too much or too little. This will eliminate "over matter," or a frantic, last-minute rush for material.

Copyreader's Marks

Everyone who writes for the publication should familiarize himself with the following marks used by the copyreader:

⌊	Beginning of a paragraph.
¶	Begin paragraph.
feature ends. Bring it	No paragraph. Run in.
run in	Run in. Set material in continuous paragraph.
No¶	No paragraph.
August (3)	Abbreviate or spell out as the case may be.
cafe	Set in black face or italics.
Times	Set in capitals and small capitals.
thomas	Make it a capital.
Street	Reduce capital to lower case.
per son	Close up space.
seethat	Leave a space between words.
to soon go	Transpose the enclosed elements.
I ~~also~~ asked	The bridge line carries the compositor's eye over deleted material.
x or ⊙	Period.
,	Comma.
# or xxx	Placed at the end of the article to show ending.
he asked when	Marks point where insertion is made.

PROOFREADING

The proofreader is the person who reads and corrects the printed proof.

The marks given below are the standard proofreading marks in use in most printing establishments.

Abbreviation

Spell Out—Substitute full spelling of word or number.

Fig—Substitute figures.

Paragraphing

¶—Begin new paragraph.

No ¶—Do not begin new paragraph.

Run in—Make elements follow on same line without break.

Insertion or Omission

Λ—Indicates point of omission.

δ—Take out part marked.

stet—Do not make change indicated. In addition to this mark in the margin, a set of dots is placed under the word or words in question.

Uncertainty

(?)—Is this right?

See Copy—See copy and insert what has been omitted or make as per copy.

Kind of Type

cap—Change to capital letter.

Sm. c. or *s. c.*—Change to small capital.

l. c.—Change to lower case.

Rom—Change to Roman type.

Ital—Change to Italic type.

b. f.—Change to bold face type.

w. f.—Letter indicated is from wrong font.

9—Letter indicated is reversed or upside down.

X—Letter indicated is broken or imperfect.

Position

—Make lines straight.

tr —Transpose order of elements marked.

—Move to right.

—Move to left.

—Move up.

—Move down.

—Indent one em.

Punctuation

—Insert period.

—Insert comma.

—Insert semicolon.

—Insert colon.

—Insert apostrophe.

—Insert quotation marks (single or double).

—Insert one-em dash.

—Insert two-em dash.

= —Insert hyphen.

Spacing

—Insert space between words.

—Take out all space between words.

(#) —Close up, but leave some space.

—Push down lead.

—Less space.

Λ *lead*—Insert space (lead) between lines.

δ *lead*—Take out space (lead) between lines.

GLOSSARY

Printers and newspaper and magazine writers use many terms peculiar to the trade. Familiarize yourself with the following list as soon as possible:

Add—Later information, to be added to a story already written or in type.

Bank—A division of the headlines of a news story. Also called *deck*.

Banner—A headline extending across the top of the page. Sometimes called streamer.

Beat—Territory assigned to a reporter to be covered regularly. Also called *run*.

B. F.—Abbreviation for *bold face* type.

Box—A frame made with rules, to inclose special or important news or other matter.

Break line—A headline that contains white space on either side.

By-line—A line at the beginning of a story giving the name of the author of the story.

Caps—Abbreviations for *capitals* (capital letters).

Caps and caps—All letters in capitals of the same size. Indicated by underlining three times.

Caps and l. c.—Capitals followed by lower case letters, the usual style of printing. No special indication needed.

Caps and s. c.—Capitals and small capitals following. Underline letter to be capitalized three times; letters to be in small capitals (smalls caps) underline twice.

Caption—The wording above or under an illustration.

Copy—All manuscript prepared for publication.

Copyreader—One who edits copy for news value, grammar, style, etc.

Cover—To get the facts or write up a news situation.

Dead—Matter set in type and not to be run again.

Deadline—The latest time a story can be received for publication.

Down Style—A printing style that uses lower case letters in preference to capitals when at all possible. Reverse is up style.

Dress—The make-up of a publication, particularly referring to typographical features.

Dummy—A sheet or sheets showing the arrangement or layout of a publication. A dummy is made by pasting the matter that is on the galley proof sheet (trimmed) in the position that it is to occupy in the finished publication. In more advanced papers, the dummy is made by using symbols instead of pasting.

Ears—Oblong boxes in the upper corner of the front page. In high school newspapers they usually contain a slogan or an announcement of importance.

Em—The unit of measuring for column widths, indentions, etc., the square of the body of type of any size. The letter m is made on a square-based piece of type metal.

Family—The designation of all the type of a given style: Bodoni, Caslon, Cheltenham, Goudy, etc.

Feature—The important fact of a piece of news played up in the first or lead sentence.

Feature Story—A news story in which elements other than the news value are played up strongly.

Flush left—A style of typesetting in which all the first letters of the lines are set close to the left-hand of a column.

Font—Complete assortment of all the type of one size and face.

Future—A story (or event) that has not yet occurred.

Future Book—A book in which are listed coming events to be covered by reporters. For high school publications, the editor-in-chief, the assignment editor, the managing editor, or the news editor is responsible for maintaining this book.

Galley—A long, shallow metal tray in which type is placed after it is set up (by machine or hand) and before it is placed in the form.

Galley Proofs—A proof taken from type in a galley, to be read for corrections or making a dummy. Printers usually furnish two copies of galley proofs, one for making the dummy and the other for correcting errors. Galley proofs used in making a dummy should be clearly marked across the face with the number appearing at the top of the proof sheet. Printers speak of "taking a proof" or "pulling a proof."

Guideline—A word placed at the beginning of a story and at the top of following pages of copy to assist the typesetter.

Hanging indention—A style of typesetting (particularly for headlines) in which the first lines is set flush on both sides, with remaining lines indented the same distance (usually one or two ems).

Hold—An instruction written on copy that is not to be set or run until further notice.

Hole—An unfilled space on a page.

Inverted pyramid—A headline style in which the top line is set flush at both sides, with remaining lines centered in the column, each line being shorter than the one preceding.

Jim dash—a very short dash used between decks of a headline.

Jump—(verb) To continue a story to another page. (noun) The portion so continued.

Jump head—The headline used on the continued part.

Kill—To strike out type or copy that is not to be printed. School papers should be so planned that a minimum of type matter is ordered killed, as the cost of composition is expensive.

Layout—The plan that indicates to the printer the arrangement of copy. (Applied principally to special arrangements of advertisements or any special arrangement different from that prevailing in the publication.)

Lead (pronounced led)—A thin strip of metal, less than type high, placed between lines of type to give white space between lines. To *lead out* or *lead* is to place leads between lines. Matter set without leads is said to be *set solid*.

Lead (to rhyme with feed)—The first sentence or group of sentences in the story, giving in concise language the gist of the following story.

Lead story—The story placed in the most prominent place in the newspaper (the top of the upper right hand column).

Lower case—Small letters, as distinguished from capital letters. In the printer's older style, handset type case, capital letters were

in the upper case, small letters in the lower case.

Make-up—The general arrangement of a page or pages.

Make-ready—The preparation of a printing form for the press by the pressman.

Masthead—The heading on the editorial page that gives essential facts about the publication: name of school, city, state; staff, advisers; volume, number, date; frequency of publication; price, etc. Also called flag.

Matrix—A "mat" from which a stereotype is made.

Morgue—A filing cabinet, containing clippings, photographs, drawings, and copy that may be used later in preparing stories.

Must—An instruction written on copy to indicate that it must be printed in *this issue.*

Nameplate—The heading at the top of the first page, giving the name of the publication.

No-count head—A style of headline writing in which the lines are not of absolutely uniform length; each line is usually set run in flush at left of column. (School staffs are cautioned against permitting too great variation in length of lines.)

Overbanner—A banner (or streamer) placed above the nameplate.

Pi—Jumbled, disarranged type that must be re-sorted before it can be used again. A *pi* line is one cast by a machine operator who has made an error and who completes the line by striking keys at random.

Point—The modern system of measuring type sizes. One point is 1/72 of an inch high. An eight-point type is therefore 8/72 of an

inch in printed height. To avoid the necessity of leading out by hand, small letters are often made on type blocks of larger size. Thus, an eight-point letter may be on a ten-point type block. This is called 8 on 10 or written 8/10. This glossary is set in 10-point type on a 10-point body.

Proof—A printed trial-sheet or impression taken for correction or examination.

Rewrite—A story from another paper, revised to meet local interest, or one received from the student contributor to be revised to newspaper style.

Rule—A strip of metal used in preparing a printing form.

Scoop—A story secured by a reporter before it is obtained by any of his competitors.

Sig cut—A cut of signature or name of a firm.

Slug—A solid line of type set on a linotype machine. Leads six points or thicker are also called slugs.

Solid—Matter set without leads between lines.

Stet—A word written by a reporter or copy reader to indicate that matter crossed out is to be set in type, in spite of cross-out.

Story—General name for any written matter, except editorials and advertisements.

Streamer—(Same as banner.)

Thirty (or *30*)—Written at the end of a story means *the end.* A telegrapher's term meaning "Good night" or "the end."

Widow—A fractional part of a full line used at the top of a column or page—not permitted by good printers.

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to be turned in with the cash received to the business manager.

4. To prepare and distribute all forms necessary for the collection of subscriptions.

5. To organize and conduct subscription campaigns among alumni and friends of the school.

6. To attend all staff meetings.

Reference: Taylor, p. 130.

T

TIE-IN The section of a *follow-up story that tells the reader what has happened before.

TIME COPY Copy that can be used A.O.T.--any old time.

TOMBSTONE HEADS These are headlines of the same style and type placed side by side, and thus are confusing to read. Such headlines are the result of poor *make-up.

TYPOGRAPHY The arrangement of type or the appearance of printed matter.

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TYPOGRAPHY The arrangement of type or the appearance of printed matter.

U

UPPER CASE Capital letters. Upper case is designated by underlining the word or letter to be capitalized three times. *Copyreading Marks

UP STYLE A style which calls for an extensive use of capital letters. For example:

First we visited the Needham Senior High School which is located on Webster Street near the Needham Public Library. Mr. Pollard, Principal of the school, showed us the Chemistry Laboratory, the History Department, and introduced us to the head of the English Department.

A newspaper which uses a *down style form would not capitalize the encircled words

II

LETTER CASE Capital letters. Upper case is designated by underlining the word or letter to be capitalized three times. #Copyreading Marks

UP STYLE A style which calls for an extensive use of capital letters. For example:

First we visited the Needham Senior High School which is located on Webster Street near the Needham Public Library. Mr. Pollard, Principal of the school, showed us the Chemistry Laboratory, the Labor Department and introduced us to the head of the English Department.

A newspaper which uses a down style form would not capitalize the enclosed words

W

w.f. A proofreaders' mark to indicate wrong font, style, or size of a letter.

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The Black and Gold, Heights High School, Cleveland Heights, Ohio
The Bradford, Wellesley High School, Wellesley Hills, Massachusetts
Brown and Gold, Haverhill High School, Haverhill, Massachusetts
The Chatterbox, George Washington High School, Danville, Virginia
Clinton News, DeWitt Clinton High School, New York, New York
The Cogwheel, Mechanic Arts High School, St. Paul, Minnesota
Commerce, High School of Commerce, Springfield, Massachusetts
The Custer Chronicle, Custer High School, Milwaukee, Wisconsin
The Devil's Pi, Central High School, Superior, Wisconsin
The Evanstonian, Evanston Township High School, Evanston, Illinois
The Foursquare, Messmer High School, Milwaukee, Wisconsin
Hi-Tower Flashes, Lincoln High School, Manitowoc, Wisconsin
The Jackson Journal, Stonewall Jackson High School, Charleston, West Virginia
The Lourdes, Lourdes High School, Marinette, Wisconsin
Miami High Times, Miami High School, Miami, Florida
The Newtonite, Newton High School, Newton, Massachusetts
Orange and Black, Gilbert High School, Gilbert, Minnesota
The Quill, Mount Saint Joseph High School, Baltimore, Maryland
The Sagamore, Brookline High School, Brookline, Massachusetts
Shaker Scroll, Shaker Junior High, Shaker Heights, Ohio
Sider Press, Senior High School, Oceanside, New York
The South Side Times, South Side High School, Fort Wayne, Indiana
The Washington Scroll, Washington High School, Milwaukee, Wisconsin
Wy News, Theodore Roosevelt High School, Wyandotte, Michigan
V.H.S. Highlights, VanHornesville Central School, VanHornesville, New York
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